Rules and Regulations of the State of Georgia

Department 160 RULES OF GEORGIA DEPARTMENT OF EDUCATION

Current through Rules and Regulations filed through April 4, 2023

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Rule 160-4-3-.09. Extended-Year Technology/Career (Vocational) Education Projects.
Rule 160-4-3-.10. Eye Protection.
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Rule 160-4-3-.13. Youth Apprenticeship Programs.
Rule 160-4-3-.14. Work-Based Learning Programs.
Subject 160-4-4. INSTRUCTIONAL MEDIA/RESOURCES.
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Rule 160-4-4-.02 to 160-4-4-.09. RESERVED.
Rule 160-4-4-.10. Instructional Materials Selection and Recommendation.
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Rule 160-4-4-.20. Instructional Materials Advisory Committee.

Subject 160-4-5. COMPENSATORY EDUCATION.
Rule 160-4-5-.01. Remedial Education.
Rule 160-4-5-.02. Language Instruction Program for English Learners (ELs).
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Rule 160-4-7-.02. Free and Appropriate Public Education (FAPE).
Rule 160-4-7-.03. Child Find Procedures.
Rule 160-4-7-.04. Evaluations and Reevaluations.
Rule 160-4-7-.05. Eligibility Determination and Categories of Eligibility.
Rule 160-4-7-.06. Individualized Education Program (IEP).
Rule 160-4-7-.07. Least Restrictive Environment (LRE).
Rule 160-4-7-.08. Confidentiality of Personally Identifiable Information.
Rule 160-4-7-.09. Procedural Safeguards/Parents' Rights.
Rule 160-4-7-.10. Discipline.
Rule 160-4-7-.11. Surrogate Parent.
Rule 160-4-7-.12. Dispute Resolution.
Rule 160-4-7-.13. Private Schools.
Rule 160-4-7-.14. Personnel, Facilities and Caseloads.
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-.17. Required Reports.
Rule 160-4-7-.18. Grants For Services.
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 160-4-7-.21. Definitions.
Rule 160-4-7-.22. Repealed.
Rule 160-4-7-.23. Repealed.
Rule 160-4-7-.24. Repealed.
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Rule 160-4-7-.26. Repealed.
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Rule 160-4-8-.05. School Counseling.
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Rule 160-4-8-.13. Reserved.
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Rule 160-5-1-.07. Student and Staff Data Collections.
Rule 160-5-1-.08. Class Size.
Rule 160-5-1-.09. Repealed.
Rule 160-5-1-.10. Student Attendance.
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Rule 160-5-1-.12. Student Fees and Charges/Required Student Equipment and Materials.
Rule 160-5-1-.13. Regional Educational Service Agencies.
Rule 160-5-1-.14. Transfer of Student Records.
Rule 160-5-1-.15. Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades.
Rule 160-5-1-.16. Reserved.
Rule 160-5-1-.17. Reserved.
Rule 160-5-1-.18. Competitive Interscholastic Activities In Grades 6-12.
Rule 160-5-1-.19. Repealed.
Rule 160-5-1-.20. Gender Equity In Sports.
Rule 160-5-1-.21. Reserved.
Rule 160-5-1-.22. Personnel Required.
Rule 160-5-1-.23. Repealed.
Rule 160-5-1-.24. Procedure for Requesting Student Social Security Numbers.
Rule 160-5-1-.25. Reserved.
Rule 160-5-1-.26. Repealed.
Rule 160-5-1-.27. Repealed.
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Rule 160-5-1-.29. Minimum Direct Classroom Expenditures.
Rule 160-5-1-.30. Reserved.
Rule 160-5-1-.31. Reserved.
Rule 160-5-1-.32. Reserved.
Rule 160-5-1-.33. Strategic Waivers and Title 20/No Waivers School Systems.
Rule 160-5-1-.34. Georgia Special Needs Scholarship Program.
Rule 160-5-1-.35. Seclusion and Restraint for All Students.
Rule 160-5-1-.36. Local School Board Governance.
Rule 160-5-1-.37. Teacher and Leader Evaluations.
Subject 160-5-2. FISCAL SERVICES DIVISION.
Rule 160-5-2-.01. Repealed.
Rule 160-5-2-.02. Withholding of Funds from Local Units of Administration.
Rule 160-5-2-.03. Repealed.
Rule 160-5-2-.04. Repealed.

Rule 160-5-2-.05. Experience for Salary Purposes.
Rule 160-5-2-.06. Residential Facility Grant.
Rule 160-5-2-.07 to 160-5-2-.10. Reserved.
Rule 160-5-2-.11. Repealed.
Rule 160-5-2-.12 to 160-5-2-.19. Reserved.
Rule 160-5-2-.20. Repealed.
Rule 160-5-2-.21. Annual Financial and Budget Reports.
Rule 160-5-2-.22. Reserved.
Rule 160-5-2-.23. Financial Management for Georgia Local Units of Administration.
Rule 160-5-2-.24 to 160-5-2-.49. Reserved.
Rule 160-5-2-.50. Certified/Classified Personnel Information.
Subject 160-5-3. STUDENT TRANSPORTATION MANAGEMENT.
Rule 160-5-3-.01. Purchase of School Buses.
Rule 160-5-3-.02. Contracted Transportation Services.
Rule 160-5-3-.03. School Bus Inspections.
Rule 160-5-3-.04. School Bus Insurance.
Rule 160-5-3-.05. Repealed.
Rule 160-5-3-.06. Repealed.
Rule 160-5-3-.07. Repealed.
Rule 160-5-3-.08. School Bus Drivers.
Rule 160-5-3-.09. Repealed.
Rule 160-5-3-.10. Student Transportation Funding Surveys.
Rule 160-5-3-.11. Standard Cost Development.
Rule 160-5-3-.12. Repealed.
Rule 160-5-3-.13. Student Safety.
Rule 160-5-3-.14. Fuels and Explosives.
Rule 160-5-3-.15. Alcohol and Controlled Substances Testing.
Rule 160-5-3-.16. Bus Transportation Records.
Rule 160-5-3-.17. Use of Alternative Vehicles for the Transport of Specified Student Groups.
Subject 160-5-4. SCHOOL FACILITIES AND CAPITAL OUTLAY MANAGEMENT.
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Rule 160-5-4-.03. Applications for State Capital Outlay Funding.
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Rule 160-5-4-.05. Regular Advance and Low-Wealth Funding.
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Rule 160-5-4-.07. Repealed.
Rule 160-5-4-.08. School Size.
Rule 160-5-4-.09. Limited Public School Choice.
Rule 160-5-4-.10. Approval of Plans and Specifications.
Rule 160-5-4-.11. Design Contracts and Fees.
Rule 160-5-4-.12. Repealed.
Rule 160-5-4-.13. Repealed.
Rule 160-5-4-.14. Sparsity Grant.
Rule 160-5-4-.15. Processing of Plans and Specifications for Public School Construction.
Rule 160-5-4-.16. Educational Facility Site, Construction, and Reimbursement.
Rule 160-5-4-.17. Repealed.
Rule 160-5-4-.18. Bidding Requirements for School Capital Outlay Projects.
Rule 160-5-4-.19. Repealed.
Rule 160-5-4-.20. Repealed.
Rule 160-5-4-.21. Repealed.
Rule 160-5-4-.22. Guaranteed Energy Savings Performance Contracts for Public School Facilities.
Subject 160-5-5. HAZARDOUS MATERIALS AND SCHOOL MAINTENANCE MANAGEMENT.
Rule 160-5-5-.01. Repealed.
Rule 160-5-5-.02. Repealed.
Rule 160-5-5-.03. Asbestos Occupation Accreditation Program.
Subject 160-5-6. SCHOOL NUTRITION PROGRAM.
Rule 160-5-6-.01. Statewide School Nutrition Program.
Rule 160-5-6-.02. Repealed.
Rule 160-5-6-.03. Repealed.
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Rule 160-6-1-.05. Repealed.
Rule 160-6-1-.06. Repealed.
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Rule 160-6-1-.22. Repealed.
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Rule 160-6-1-.26. Repealed.
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Rule 160-6-1-.28. Repealed.
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Rule 160-6-1-.30. Reserved.
Rule 160-6-1-.31. Reserved.
Rule 160-6-1-.32. Reserved.
Rule 160-6-1-.33. Reserved.
Rule 160-6-1-.34. Reserved.
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Rule 160-6-1-.46. Reserved.

Rule 160-6-1-.47. Reserved.
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Rule 160-6-1-.51. Repealed.
Rule 160-6-1-.52. Repealed.
Rule 160-6-1-.53. Repealed.
Rule 160-6-1-.54. Repealed.
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Rule 160-6-1-.56. Repealed.
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Rule 160-6-1-.59. Repealed.
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Rule 160-6-1-.61. Repealed.
Rule 160-6-1-.62. Repealed.
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Rule 160-6-1-.64. Repealed.
Rule 160-6-1-.65. Repealed.
Rule 160-6-1-.66. Repealed.
Rule 160-6-1-.67. Repealed.
Rule 160-6-1-.68. Repealed.
Rule 160-6-1-.69. Repealed.
Rule 160-6-1-.70. Repealed.
Rule 160-6-1-.71. Repealed.
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Rule 160-6-1-.81. Repealed.
Rule 160-6-1-.82. Repealed.
Rule 160-6-1-.83. Repealed.
Rule 160-6-1-.84. Repealed.

Rule 160-6-1-.85. Repealed.
Rule 160-6-1-.86. Repealed.
Rule 160-6-1-.87. Repealed.
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Rule 160-6-1-.89. Repealed.
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Rule 160-6-1-.94. Repealed.
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Rule 160-6-1-.98. Repealed.
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Rule 160-6-1-.100. Repealed.
Rule 160-6-1-.101. Repealed.
Rule 160-6-1-.102. Repealed.
Rule 160-6-1-.103. Repealed.
Rule 160-6-1-.104. Repealed.
Rule 160-6-1-.105. Repealed.
Rule 160-6-1-.106. Repealed.
Rule 160-6-1-.107. Repealed.
Rule 160-6-1-.108. Repealed.
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Rule 160-6-1-.111. Repealed.
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Rule 160-6-1-.114. Repealed.
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Rule 160-6-1-.116. Repealed.
Rule 160-6-1-.117. Repealed.
Rule 160-6-1-.118. Repealed.
Rule 160-6-1-.119. Repealed.
Rule 160-6-1-.120. Repealed.
Rule 160-6-1-.121. Repealed.
Rule 160-6-1-.122. Repealed.

Rule 160-6-1-.123. Repealed.
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Rule 160-6-1-.127. Reserved.
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Rule 160-6-1-.129. Repealed.
Rule 160-6-1-.130. Repealed.
Rule 160-6-1-.131. Repealed.
Rule 160-6-1-.132. Repealed.
Rule 160-6-1-.133. Repealed.
Rule 160-6-1-.134. Repealed.
Rule 160-6-1-.135. Repealed.
Rule 160-6-1-.136. Repealed.
Rule 160-6-1-.137. Repealed.
Rule 160-6-1-.138. Repealed.
Rule 160-6-1-.139. Repealed.
Rule 160-6-1-.140. Repealed.
Rule 160-6-1-.141. Repealed.
Rule 160-6-1-.142. Repealed.
Rule 160-6-1-.143. Repealed.
Rule 160-6-1-.144. Repealed.
Rule 160-6-1-.145. Repealed.
Rule 160-6-1-.146. Repealed.
Rule 160-6-1-.147. Reserved.
Rule 160-6-1-.148. Reserved.
Rule 160-6-1-.149. Reserved.
Rule 160-6-1-.150. Reserved.
Rule 160-6-1-.151. Reserved.
Rule 160-6-1-.152. Repealed.
Rule 160-6-1-.153. Repealed.
Rule 160-6-1-.154. Repealed.
Rule 160-6-1-.155. Repealed.
Rule 160-6-1-.156. Repealed.
Rule 160-6-1-.157. Repealed.
Rule 160-6-1-.158. Repealed.
Rule 160-6-1-.159. Repealed.
Rule 160-6-1-.160. Repealed.

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Rule 160-6-1-.169. Repealed.
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Subject 160-6-2. REPEALED.
Rule 160-6-2-.01. Repealed.
Rule 160-6-2-.02 to 160-6-2-.04. Reserved.
Rule 160-6-2-.05. Repealed.
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Rule 160-6-2-.77. Repealed.
Rule 160-6-2-.78. Repealed.
Rule 160-6-2-.79. Repealed.
Rule 160-6-2-.80. Repealed.
Rule 160-6-2-.81. Repealed.
Rule 160-6-2-.82. Repealed.
Rule 160-6-2-.83. Repealed.
Rule 160-6-2-.84. Repealed.
Rule 160-6-2-.85. Repealed.
Rule 160-6-2-.86. Repealed.
Chapter 160-7. .
Subject 160-7-1. STATEWIDE ACCOUNTABILITY.
Rule 160-7-1-.01. Single Statewide Accountability System.
Rule 160-7-1-.02. Repealed.

Rule 160-7-1-.03. Repealed.
Rule 160-7-1-.04. Repealed.
Chapter 160-8. .
Subject 160-8-1. INSTRUCTIONAL TECHNOLOGY.
Rule 160-8-1-.01. Georgia Virtual School.

ADMINISTRATIVE HISTORY

The **Administrative History** following each Rule gives the date on which the Rule was originally filed and its effective date, as well as the date on which any amendment or repeal was filed and its effective date. Principal abbreviations used in the Administrative History are as follows:

f. - filed

eff. - effective

R. - Rule (Abbreviated only at the beginning of the control number)

Ch. - Chapter (Abbreviated only at the beginning of the control number)

ER. - Emergency Rule

Rev. - Revised

Note: Emergency Rules are listed in each Rule's Administrative History by Emergency Rule number, date filed and effective date. The Emergency Rule will be in effect for 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted, as specified by the Agency.

Original Chapters 160-1 through 160-24 were filed on July 20, 1965 under the Georgia Administrative Procedure Act as Rules in effect in 1965 when the Administrative Procedure Act became effective.

Chapter 160-25 has been added. Filed May 3, 1966; effective May 22, 1966.

Rules 160-23-1-.01, .02, 160-23-3-.04, 160-23-4-.02, .03 have been amended. Filed May 9, 1968; effective May 28, 1968.

Rule 160-23-4-.03 has been amended. Filed November 5, 1968; effective November 24, 1968.

Rule 160-22-1-.02 has been repealed in its entirety and a new Rule has been adopted. Filed July 23, 1969; effective August 11, 1969.

No other amendments, repeals or additions have been filed for the Rules and Regulations of the State Department of Education as of June 1, 1971.

By letter dated March 16, 1971, the Honorable Jack P. Nix, State Superintendent of Schools, advised Secretary of State Ben W. Fortson, Jr. of the following action of the State Board of Education on January 20, 1971:

"4. **Administrative Procedure Act:** Members of the staff had previously discussed with the Board the regulations of the Department of Education that appear in the **Rules and Regulations of the State of Georgia.** It was the consensus of the Board that the State Board of Education has never been subject to the **Rules and Regulations of the State of Georgia** (Administrative Procedure Act). On motion of Mr. Stewart, and seconded by Mr. Neville, the State Superintendent was authorized to notify the Secretary of State that the State Board takes the position it has never been subject to the Administrative Procedure Act and is requesting withdrawal of all information previously submitted to the office of Secretary of State for this purpose."

In accordance with the action of the State Board of Education, Dr. Nix requested that all Rules and Regulations of the State Department of Education, Chapters 160-1 through 160-25, inclusive, be withdrawn from the Rules and Regulation of the State of Georgia on the basis of exclusions under Section 2(f) of the Georgia Administrative Procedure Act. With his request letter, Dr. Nix included a copy of a memorandum to him from Russell S. Clark, detailing the exclusions. A copy of that memorandum is on file in the Administrative Procedure Act Division of Secretary of State for public information.

By letter dated March 19, 1971, Secretary of State Ben W. Fortson, Jr. requested an official opinion of the Attorney General of Georgia as to whether he was authorized to comply with the request of the State Superintendent of Schools.

The Honorable Arthur K. Bolton, Attorney General of Georgia, replied to the Secretary of State by official opinion, dated March 25, 1971, which stated, as follows:

"This is in answer to your letter of March 19, 1971, in which you ask for an opinion as to your authority to comply with a request from the State Board of Education that regulations which it has heretofore filed with your office, ostensibly under the Administrative Procedure Act, be withdrawn. Attached to your letter is the State Board's request for withdrawal based upon the ground that the regulations and policies in question do not constitute 'Rules' within the meaning of the Act (the term 'Rule' being defined by Ga. Code Ann. §3A-102(f)), hence are not covered by the Act and need never have been filed at all. The State Board's request is accompanied by a statement as to each of its filed regulations and the exemption believed applicable under Ga. Code Ann. §3A-102(f).

While cursory review of the regulations and claimed exceptions would appear to make the Department of Education's position in each instance at least arguable if not probable, the mixed questions of law and fact involved lead one to conclude that ultimate resolution could be achieved only in the courts and with respect to each separate regulation or policy statement. For this office to attempt to reach a conclusion as to each one of the regulations and policy statements in question would obviously involve an inordinate amount of time and energy. Fortunately, however, this rather frightening prospect is wholly avoided by the fact that this task is not necessary to answer the question you pose-which is more simply your authority to comply with the State Board's withdrawal request.

As I see it, the Administrative Procedure Act is rather clear as to whose responsibility and decision it is to say which, if any, of a particular agency's policies and regulations must be kept on file with the Secretary of State. Under the Act, this responsibility belongs to the agency which promulgates the rule. This is seen in Ga. Code Ann. §3A-104 which provides that prior to adoption of a 'Rule' the agency must give notice of its intended action, and in Ga. Code Ann. §3A-105 which provides that in order to effectuate its "Rules" the agency must file the same in the office of the Secretary of State. The only penalty which the Administrative Procedure Act provides for an agency's failure to file those policies and regulations which constitute "Rules" under Ga. Code Ann. §3A-102(f) is that any such policy or regulation, if not on file, is invalid. See Ga. Code Ann. §3A-103(4)(b). This is the risk which the agency bears if it is mistaken in its decision as to the Act's inclusion or exclusion of a policy or regulation. While it is true that the language of the Act is geared to the **initial filing** of a Rule, I am aware of no difference in principle between an initial decision not to file and a subsequent decision to withdraw that which has already been filed. In the context of the purposes for which the Act was adopted, its requirements and its penalties, both situations would seem to be the same. Consequently, I am of the opinion that a State agency, at its own risk (i.e., possible invalidity of a regulation which in law and fact does constitute a 'Rule' within the meaning of the Act), may withdraw regulations which it has filed with the Secretary of State if and when it subsequently decides that such regulations are not covered by and need not be filed under the Act."

By Certificate dated May 3, 1971, the State Superintendent of Schools filed copies of the above-referenced letter of his dated March 16, 1971, including the memorandum from Russell S. Clark, a copy of the letter dated March 19, 1971 from the Secretary of State to the Attorney General, a copy of the official opinion of the Attorney General dated March 25, 1971, and requested that the Rules and Regulations of the State Department of Education be withdrawn from the **Official Compilation Rules and Regulations of the State of Georgia.**

Thus, the Administrative Procedure Act Division has instructed all subscribers to the **Official Compilation** to remove the Rules and Regulations of the State Department of Education from their set of the **Official Compilation** and to destroy same.

Therefore, you will find no Rules and Regulations in the **Official Compilation** for the Georgia State Department of Education. However, should you desire to see the Rules and Regulations of said Department which were removed from the **Official Compilation**, a set of same are on file in the Administrative Procedure Act Division, Office of Secretary of State.

Original Chapter 160-1-1 was filed on July 28, 1972, to become effective August 18, 1972, as specified by the Agency.

Rule 160-1-1-.02 has been repealed and a new Rule 160-1-1-.02 adopted. Filed June 14, 1973; effective July 4, 1973.

Editor's Note:

In *Department of Education v. Kitchens*, the Court ruled that the State Board of Education and the Department of Education are included within the definition of "agency" as contained in the Administrative Procedure Act. As a result of this ruling, the Department of Education, the administrative arm of the Board, is again filing its rules with this Division beginning February 22, 1990.

Emergency Rule 160-6-1-0.1, containing Rules 160-6-1-0.1-.01 through 160-6-1-0.1-.168, entitled "Certification" has been adopted. Filed February 22, 1990, effective February 21, 1990, the date of adoption, to be in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this Emergency Rule, as specified by the Agency. This Emergency Rule was adopted because the administration of laws and policies governing education in Georgia by the Board and the Department could be seriously hampered until such time as the rules of the Board and the Department are enacted pursuant to the Act, also the Board determines that an imminent peril to the public health, safety or welfare exists in the administration of law and policy by the Board and the Department in accordance with O.C.G.A. Sec. 50-13-4. (Said Emergency Rule will not be published; copies may be obtained from the Agency.)

Chapter 160-1-3 entitled "Rules of General Applicability" containing Rule 160-1-3-.01 has been adopted. Filed April 20, 1990; effective May 10, 1990.

Chapter 160-3-1 entitled "Assessment" containing Rules 160-3-1-.01 through 160-3-1-11 has been adopted. Filed April 20, 1990; effective May 10, 1990.

Chapter 160-3-2 entitled "Standards and Evaluation" containing Rules 160-3-2-.01 through 160-3-2-.10 has been adopted. Filed April 20, 1990; effective May 10, 1990.

Chapter 160-4-7 entitled "Special Education Regulations and Procedures" containing Rules 160-4-7-.01 through 160-4-7-.10 has been adopted. Filed April 20, 1990; effective May 10, 1990.

Chapter 160-5-1 entitled "Regional Educational Services" containing Rules 160-5-1-.01 through 160-5-1-.18 has been adopted. Filed April 20, 1990; effective May 10, 1990.

Chapter 160-6-1 entitled "Certification" has repealed Emergency Rules 160-6-1-0.1-.01 through 160-6-1-0.1-.168 and adopted 160-6-1-.01 through 160-6-1-.171 as permanent Rules. Filed April 20, 1990; effective May 10, 1990.

Chapter 160-1-1 has been repealed. Filed June 22, 1990; effective July 12, 1990.

Rule 160-1-3-.01 has been amended. Filed June 22, 1990; effective July 12, 1990.

Rules 160-3-1-.01, 160-3-1-.10 and 160-3-1-.11 have been repealed and new Rules of the same titles adopted. Filed June 22, 1990; effective July 12, 1990.

Chapter 160-3-3 entitled "Professional Development Opportunities," containing Rules 160-3-3-.01 through 160-3-3-.33 has been adopted. Filed June 22, 1990; effective July 12, 1990.

Rules 160-4-7-.05, 160-4-7-.07 and 160-4-7-.10 were adopted. Filed June 22, 1990; effective July 12, 1990.

Chapter 160-4-8 entitled "Student Support," containing Rules 160-4-8-.01 through 160-4-8-.03, has been adopted. Filed June 22, 1990; effective July 12, 1990.

Rules 160-6-1-.129, .130, .138, .158 have been amended; Rule 160-6-1-.172 has been adopted. Filed June 22, 1990; effective July 12, 1990.

Rule 160-3-1-.02 entitled "Certification Assessment for Teachers and Speech-Language Pathologists" has been repealed. Filed August 10, 1990; effective August 30, 1990.

Chapter 160-3-2 has been repealed and a new Chapter of the same title adopted. Filed August 10, 1990; effective August 30, 1990.

Rule 160-6-1-.29 has been repealed and a new Rule of the same title adopted. Filed August 10, 1990; effective August 30, 1990.

Chapter 160-2-2 entitled "Proprietary Schools," containing Rule 160-2-2-.01 has been adopted. Filed September 27, 1990; effective October 17, 1990.

Chapter 160-2-3 entitled "Nonpublic Degree-Granting Institutions," containing Rule 160-2-3-.01 has been adopted. Filed September 27, 1990; effective October 17, 1990.

Rules 160-3-3-.01, .02, .04 thru .06 and .09 have been adopted. Filed September 27, 1990; effective October 17, 1990.

Chapter 160-4-2 entitled "Division of General Instruction" containing Rules 160-4-2-.01 thru 160-4-2-.32, has been adopted. Filed September 27, 1990; effective October 17, 1990.

Chapter 160-4-5 entitled "Compensatory Education", containing Rules 160-4-5-.01 and 160-4-5-.02, has been adopted. Filed September 27, 1990; effective October 17, 1990.

Rules 160-4-8-.01, .04, .06, .07 thru .09 have been adopted. Filed September 27, 1990; effective October 17, 1990.

Chapter 160-4-9 entitled "Innovative Projects", containing Rule 160-4-9-.01 has been adopted. Filed September 27, 1990; effective October 17, 1990.

Chapter 160-4-10 entitled "Vocational Evaluation", containing Rules 160-4-10-.01 thru .03, has been adopted. Filed September 27, 1990; effective October 17, 1990.

Chapter 160-5-6 entitled "School Nutrition Program", containing Rules 160-5-6-.01 thru 160-5-6-.03, has been adopted. Filed September 27, 1990; effective October 17, 1990.

Rules 160-6-1-.146 and .166 have been amended. Filed September 27, 1990; effective January 1, 1991, as specified by Agency.

Rule 160-1-3-.03 has been adopted. Filed November 30, 1990; effective December 20, 1990.

Rule 160-3-2-.04 has been adopted. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-3-3 has been amended. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-4-2 has been amended. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-4-3 entitled "Secondary Vocational Education", containing Rules 160-4-3-.01 to 160-4-3-.11, has been adopted. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-4-4 entitled "Instructional/Media Resources", containing Rules 160-4-4-.01 to 160-4-4-.20, has been adopted. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-5-1 has been amended. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-5-2 entitled "Fiscal Services Division", containing Rules 160-5-2-.01 to 160-5-2-.50, has been adopted. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-5-3 entitled "Student Transportation Management", containing Rules 160-5-3-.01 to 160-5-3.14 has been adopted. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-5-4 entitled "School Facilities and Capital Outlay Management", containing Rules 160-5-4-.01 to 160-5-4-.19, has been adopted. Filed November 30, 1990; effective December 20, 1990.

Chapter 160-5-5 entitled "Hazardous Materials and School Maintenance Management", containing Rules 160-5-5-.01 to 160-5-5-.02, has been adopted. Filed November 30, 1990; effective December 20, 1990.

Rule 160-1-3-.02 has been adopted. Filed December 14, 1990; effective January 3, 1991.

Rule 160-4-4-.10 has been adopted. Filed December 14, 1990; effective January 3, 1991.

Rule 160-4-7-.03 has been amended and Rule 160-4-7-.11 adopted. Filed December 14, 1990; effective January 3, 1991.

Chapter 160-4-9 has been amended. Filed December 14, 1990; effective January 3, 1991.

Rules 160-5-1-.07 and .22 have been adopted. Filed December 14, 1990; effective January 3, 1991.

Rule 160-5-6-.04 has been adopted. Filed December 14, 1990; effective January 3, 1991.

Chapter 160-6-1 has been amended. Filed December 14, 1990; effective January 3, 1991.

Chapter 160-6-2, entitled "Division of Public Library Services", containing Rules 160-6-2-.01 to 160-6-2-.86, has been adopted. Filed December 14, 1990; effective January 3, 1991.

Emergency Rule 160-1-3-0.2-.04, entitled "School Law Tribunals and Appeals" has been adopted. Filed December 19, 1990; effective January 1, 1991, to be in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule, as specified by the Agency. This Emergency Rule was adopted because the State Board of Education has determined that the lack of appellate procedures would result in imminent peril to the public health, safety or welfare. (Emergency Rule will not be published; copies may be obtained from the Agency.)

Rule 160-1-3-.05 has been adopted. Filed February 22, 1991; effective March 14, 1991.

Rule 160-6-1-.44 has been adopted and Rule 160-6-1-.110 amended. Filed February 22, 1991; effective March 14, 1991.

Rule 160-1-3-.04 has been adopted. Filed March 25, 1991; effective April 14, 1991.

Rule 160-4-2-.06 has been adopted. Filed March 25, 1991; effective April 14, 1991.

Rules 160-3-1-.01, .10 were repealed. Filed April 24, 1991; effective May 14, 1991.

Rules 160-3-3-.83, .84, .85 were adopted. Filed April 24, 1991; effective May 14, 1991.

Rule 160-4-4-.10 has been amended. Filed April 24, 1991; effective May 14, 1991.

Rules 160-6-1-.173, .174 were adopted. Filed April 24, 1991; effective May 14, 1991.

Rules 160-3-1-.05, .11 were repealed and new Rules, same title, adopted. Filed June 27, 1991; effective July 17, 1991.

Subparagraphs (2)(b)2.(ii), (2)(b)6.(ii) of Rule 160-3-3-.04 were amended. Filed June 27, 1991; effective July 17, 1991.

Rules 160-4-2-.33 and 160-4-7-.12 were adopted. Filed April 24, 1991; effective July 17, 1991.

Rule 160-5-1-.07 was repealed, new Rule, same title, adopted. Rules 160-5-1-.13, .14 were adopted. Filed June 27, 1991; effective July 17, 1991.

Rule 160-5-4-.14 was amended. Filed June 27, 1991; effective July 17, 1991.

Rule 160-2-2-.01 was repealed. Filed August 19, 1991; effective September 8, 1991.

Rule 160-2-3-.01 was repealed. Filed August 19, 1991; effective September 8, 1991.

Rule 160-3-2-.02 was repealed and a new Rule, same title, adopted. Filed August 19, 1991; effective September 8, 1991.

Rules 160-5-1-.01, -.18 was amended. Filed August 19, 1991; effective September 8, 1991.

Rule 160-3-1-.07 was repealed and a new Rule, same title, adopted. Filed September 18, 1991; effective October 8, 1991.

Rule 160-4-5-.01 was repealed and a new Rule, same title, adopted. Filed September 18, 1991; effective October 8, 1991.

Emergency Rule 160-5-1-0.3-.23, entitled "Class Size For School Year 1991-92" has been adopted. Filed September 18, 1991, effective September 12, 1991, the date of adoption, to be in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule, as specified by the Agency. This Emergency Rule was adopted "to provide flexibility in the number of required teaching personnel as described by maximum class size". (Emergency Rule will not be published, copies may be obtained from the Agency.)

Emergency Rule 160-4-3-0.4-.12, entitled "Extended Day Program for School Year 1991-92" has been adopted. Filed September 18, 1991, effective September 12, 1991, the date of adoption, to be in effect for a period of 120 days or until permanent Rule covering the same subject matter superseding this Emergency Rule, as specified by the Agency. This Emergency Rule was adopted "to provide flexibility in the hiring and assignment of teaching personnel in field". (Emergency Rule will not be published, copies may be obtained from the Agency.)

Emergency Rule 160-4-3-0.4-.12 repealed and a permanent Rule, same title, adopted. Filed November 21, 1991; effective December 11, 1991.

Rule 160-4-9-.02 has been adopted. Filed November 21, 1991; effective December 11, 1991.

Rule 160-5-1-.15 adopted and Emergency Rule 160-5-1-0.3-.23 repealed and a permanent Rule, same title, adopted. Filed November 21, 1991; effective December 11, 1991.

Rule 160-5-5-.03 has been adopted. Filed November 21, 1991; effective December 11, 1991.

Rules 160-1-3-.06, 160-3-2-.06 were adopted; 160-5-3-.04 amended. Filed March 18, 1992; effective April 8, 1992.

Adopted a new subparagraph (f) and renumbered (f) through (r) to (g) through (s); amended (4)(a)4.(v) and (4)(a)7. of Rule 160-3-3-.04. Filed May 21, 1992; effective June 10, 1992.

Rule 160-4-2-.03 has been amended. Filed May 21, 1992; effective June 10, 1992.

Rules 160-4-2-.06 and 160-6-2-.83 were amended; 160-4-7-.13 and 160-5-1-.19 were adopted; 160-4-3-.12 and 160-5-1-.23 were repealed; 160-5-1-.18 was repealed and a new Rule and title adopted. Filed July 17, 1992; effective August 6, 1992.

Emergency Rule 160-5-1-0.5-.24, entitled "Procedure for Requesting Student Social Security Numbers" and Emergency Rule 160-5-1-0.5-.25, entitled "Special Notice Provision for Student Social Security Numbers" has been adopted. Filed August 5, 1992, effective August 4, 1992, the date of adoption, to be in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule, as specified by the Agency. This Emergency Rule was adopted "to comply with S.B.507, which requires that all students enrolled in Georgia public schools provide a Social Security number upon enrollment." (Emergency Rule will not be published; copies may be obtained from the Agency.)

Rule 160-1-3-.01 has been repealed; 160-3-2-.02 has been repealed and a new Rule, same title, adopted; 160-4-2-.30 and 160-4-2-.31 3. have been amended; 160-4-7-.073.(ii) has been amended and subparagraphs (iv) and (v) adopted; 160-4-10-.03 has been amended; 160-5-1-.07 has been amended; Appendix B to Rule 160-5-1-.08 has been amended; 160-5-1-.24 has been adopted. Filed September 24, 1992; effective October 14, 1992.

Rule 160-3-3-.01 was amended and retitled "Public School Recruitment Services"; Rule 160-4-5-.02 has been amended. Filed November 13, 1992; effective December 3, 1992.

Rules 160-3-3-.09, .16 to .85; 160-5-1-.09; 160-6-1-.01 to .41, .44 to .174 have been repealed; Rules 160-4-8-.01, 160-5-1-.02 and .11 have been amended. Filed January 22, 1993; effective February 11, 1993.

Rule 160-5-2-.20 has been amended and retitled "Annual Budgets". Filed January 22, 1993, effective July 1, 1993, as specified by the Agency.

Rule 160-3-1-.01 entitled "Pay for Performance Program" has been adopted; Rules 160-3-3-.04 and 160-4-2-.12 have been amended. Filed March 17, 1993; effective April 6, 1993.

Rules 160-1-3-.07, 160-4-2-.34, 160-5-1-.26 have been adopted; 160-4-2-.03, 160-6-2-.01 were amended. Filed May 20, 1993; effective June 9, 1993.

Rules 160-1-3-.05, .11 were amended. Filed May 20, 1993; effective July 1, 1993, as specified by the Agency.

Chapter 160-1-4 entitled "Grant Programs" containing 160-1-4-.02 to 160-1-4-.11 submitted June 14, 1993.

Grant 160-1-4-.01 submitted June 23, 1993.

Grants 160-1-4-.12, .13, .15 submitted June 29, 1993.

Rules 160-4-2-.21, .30 have been amended. Filed July 12, 1993; effective August 1, 1993.

Grants 160-1-4-.14, .32, .38 submitted July 13, 1993.

Grants 160-1-4-.42, .43, .44 submitted July 20, 1993.

Grants 160-1-4-.21, .22, .23, .26, .39 submitted July 23, 1993.

Grant 160-1-4-.14 submitted July 30, 1993.

Grants 160-1-4-.48, .53, .54, .59 submitted August 3, 1993.

Grants 160-1-4-.45, .46, .47 submitted August 4, 1993.

Grants 160-1-4-.27 to .31, .49 to .52, .61 and .63 submitted August 11, 1993.

Grants 160-1-4.40, .55 were submitted August 16, 1993.

Grants 160-1-4-.56 submitted August 20, 1993.

Grants 160-1-4-.16 and .64 were submitted August 31, 1993.

Rules 160-1-3-.04, 160-4-2-.06, 160-4-2-.16 have been amended; Rules 160-3-2-.02 and 160-4-2-.03 have been amended and retitled; Rule 160-4-2-.28 has been repealed; and Rule 160-4-9-.04 has been adopted. Filed August 20, 1993; effective September 9, 1993.

Grant 160-1-4-.17 submitted September 2, 1993.

Grant 160-1-4-.65 submitted September 8, 1993.

Grants 160-1-4-.18 and .19 were submitted September 13, 1993.

Grants 160-1-4-.14 has been amended. Submitted September 17, 1993.

Grants 160-1-4-.20, .57, and .58 were submitted September 28, 1993.

Grants 160-1-4-.24, .25, .33 to .36 and .62 were submitted October 8, 1993.

Grant 160-1-4-.69 submitted October 22, 1993.

Grants 160-1-4-.66 and .67 submitted October 26, 1993.

Grants 160-1-4-.36 and .37 submitted November 1, 1993.

Grant 160-1-4-.71 submitted November 15, 1993.

Rule 160-4-2-.06 has been amended. Filed November 17, 1993; effective December 7, 1993.

Grant 160-1-4-.70 submitted November 18, 1993.

Grant 160-1-4-.74 submitted November 19, 1993.

Grant 160-1-4-.72 submitted December 1, 1993.

Grants 160-1-4-.75 and .76 submitted December 9, 1993.

Grant 160-1-4-.73 submitted December 16, 1993.

Grant 160-1-4-.79 submitted January 6, 1994.

Grant 160-1-4-.78 submitted January 10, 1994.

Rule 160-3-3-.05 has been repealed; Chapter 160-4-7 and Rules 160-5-1-.05, .08 have been amended. Filed January 25, 1994; effective February 14, 1994.

Grant 160-1-4-.80 submitted January 25, 1994.

Grant 160-1-4-.81 submitted January 31, 1994.

Grant 160-1-4-.84 submitted February 3, 1994.

Grant 160-1-4-.82 submitted February 7, 1994.

Grants 160-1-4-.83, .85 submitted February 8, 1994.

Grants 160-1-4-.77, .87 submitted February 18, 1994.

Grant 160-1-4-.60 submitted February 23, 1994.

Grant 160-1-4-.94 submitted February 28, 1994.

Grant 160-1-4-.98 submitted March 1, 1994.

Grant 160-1-4-.91 submitted March 3, 1994.

Grants 160-1-4-.68, .86 submitted March 7, 1994.

Grants 160-1-4-.100, .101 submitted March 11, 1994.

Grant 160-1-4-.103 submitted March 15, 1994.

Rules 160-5-1-.01 and 160-5-2-.04 have been amended. Filed March 16, 1994; effective April 5, 1994.

Grants 160-1-4-.53, .73 have been amended; Grants 160-1-4-.88, .93, .96, .97, and .114 submitted March 24, 1994.

Grants 160-1-4-.89, .104, and .105 submitted March 25, 1994.

Grant 160-1-4-.115 submitted April 1, 1994.

Grants 160-1-4-.106 to .109 submitted April 11, 1994.

Grant 160-1-4-.120 submitted April 15, 1994.

Grant 160-1-4-.118 submitted April 18, 1994.

Grant 160-1-4-.110 submitted April 22, 1994.

Emergency Rule 160-4-2-0.6-.37 entitled "Georgia High School Graduation Test Summer Remedial Program" has been adopted. Filed April 22, 1994, effective April 14, 1994, the date of adoption, to remain in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted. This Emergency Rule was adopted to comply with law dispensing funds that was adopted in 1994 Session of the Georgia General Assembly. (Emergency Rule will not be published; copies may be obtained from the Agency.)

Rule 160-1-3-.08 has been adopted; 160-3-3-.04 has been amended, .06 repealed; 160-5-1-.07 and 160-5-2-.02 has been amended. Filed April 22, 1994; effective May 12, 1994.

Grant 160-1-4-.99, .102 submitted May 2, 1994.

Grant 160-1-4-.113 submitted May 9, 1994.

Grant 160-1-4-.89 has been amended; 160-1-4-.112 submitted May 16, 1994.

Grant 160-1-4-.111 submitted May 17, 1994.

Grant 160-1-4-.117 submitted May 18, 1994.

Grant 160-1-4-.92 and .59 submitted May 31, 1994.

Grants 160-1-4-.116, .84 submitted June 2, 1994.

Grants 160-1-4-.123 submitted, Grants 160-1-4-.121, .122 reserved June 10, 1994.

Grants 160-1-4-.124, .40 submitted June 17, 1994.

Grants 160-1-4-.122, .55 submitted June 23, 1994.

Grant 160-1-4-.14 submitted June 24, 1994.

Grants 160-1-4-.119, .128 submitted June 30, 1994.

Grant 160-1-4-.118 submitted July 11, 1994.

Grants 160-14-.121, .125 submitted July 15, 1994.

Grant 160-1-4-.02 has been revised. New Grant entitled "Student Assessment" submitted;

Grants 160-1-4-.16, .38, .61, .79, and .83 submitted July 22, 1994.

Grants 160-1-4-.06, .13, .19, .20, .24, .25, .33, .34, .35, .36, .37, .62, .70, .76, .78, .80, .92, .102, .104, .105, .113, and .117 were terminated July 22, 1994.

Grant 160-1-4-.127 submitted July 22, 1994.

Grants 160-1-4-.53, .73, .96, .97 were submitted August 1, 1994.

Rules 160-6-2-.05, 160-3-3-.04 has been amended; 160-5-6-.05, 160-4-8-.10, 160-4-2-.36 have been adopted. Filed July 22, 1994; effective August 11, 1994.

Grant 160-1-4-.130 submitted August 15, 1994.

Grant 160-1-4-.131 submitted August 18, 1994.

Grant 160-1-4-.36 submitted August 23, 1994.

Grant 160-1-4-.129 submitted August 29, 1994.

Grants 160-1-4-.14, .40 submitted September 9, 1994.

Grants 160-1-4-.132, .134 submitted September 20, 1994.

Grants 160-1-4-.133, .135 submitted September 22, 1994.

Grant 160-1-4-.136 submitted October 4, 1994.

Grants 160-1-4-.47, .137 submitted October 19, 1994.

Rules 160-3-1-.05 has been repealed; 160-4-7-.05, .06 and Chapter 160-5-4 have been amended; 160-5-3-.15 has been adopted. Filed September 19, 1994; effective October 9, 1994.

Rules 160-5-4-.01, .08, have been amended, .21 has been adopted. Filed November 16, 1994; effective December 6, 1994.

Grants 160-1-4-.73, .138 submitted November 18, 1994.

Grant 160-1-4-.139 submitted November 30, 1994.

Rule 160-1-3-.08 has been repealed. Filed December 13, 1994; effective January 2, 1995.

Grant 160-1-4-.140 submitted December 16, 1994.

Grant 160-1-4-.141 submitted December 20, 1994.

Grant 160-1-4-.114 submitted December 21, 1994.

Grants 160-1-4-.95, 142 submitted December 22, 1994.

Grant 160-1-4-.55 submitted January 23, 1995.

Emergency Rule 160-4-4-0.7-.10 entitled "Textbook Selection and Adoption" has been adopted. Filed and effective February 9, 1995, the date of adoption, to remain in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted. This Emergency Rule was adopted to give greater flexibility to local units of administration as they make their annual budgetary and textbook adoption decisions. (Emergency Rule will not be published; copies may be obtained from the Agency.)

Grant 160-1-4-.143 submitted February 15, 1995.

Grant 160-1-4-.81 submitted March 6, 1995.

Rules 160-5-2-.21, .23 has been amended. Filed March 9, 1995; effective March 29, 1995.

Grants 160-1-4-.53, .54, .144 submitted March 17, 1995.

Grant 160-1-4-.42 submitted March 20, 1995.

Grant 160-1-4-.147 submitted March 23, 1995.

Grants 160-1-4-.145, .146 submitted March 28, 1995.

Grant 160-1-4-.149 submitted March 30, 1995.

Grant 160-1-4-.148 submitted April 6, 1995.

Grant 160-1-4-.151 submitted April 11, 1995.

Grant 160-1-4-.150 submitted April 14, 1995.

Rule 160-4-2-.03 has been amended. Rule 160-4-3-.13 has been adopted. Emergency Rule 160-4-4-0.7-.10 has been repealed and permanent Rule 160-4-4-.10 has been adopted. Rule 160-5-2-.04 has been amended. Filed April 17, 1995; effective May 7, 1995.

Grant 160-1-4-.152 submitted April 18, 1995.

Emergency Rule 160-4-7-0.8-.09 entitled "Instructional Support Services-Special Programs" has been adopted. Filed and effective May 11, 1995, the date of adoption, to remain in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted. This Emergency Rule was adopted to enable local units of administration to receive funds beginning July 1, 1995.

(Emergency Rule will not be published; copies may be obtained from the Agency.)

Emergency Rule 160-4-2-0.9-.37 entitled "Georgia High School Graduation Test Summer Remedial Program" has been adopted. Filed and effective May 11, 1995, the date of adoption, to remain in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted. This Emergency Rule was adopted to enable local units of administration to receive funds to implement the Georgia High School Graduation Test Summer Remedial Program. (Emergency Rule will not be published; copies may be obtained from the Agency.)

Rule 160-4-2-.36 has been amended. Filed June 13, 1995; effective July 3, 1995.

Grant 160-1-4-.154 submitted June 28, 1995.

Grant 160-1-4-.153 submitted July 5, 1995.

Grant 160-1-4-.16 submitted July 18, 1995.

Grant 160-1-4-.157 submitted August 2, 1995.

Grant 160-1-4-.154 submitted August 18, 1995.

Rules 160-3-1-.11 and 160-5-1-.26 have been repealed. Rules 160-3-1-.07, 160-4-2-.34, 160-4-7-.09 and 160-4-9-.04 have been amended. Filed August 21, 1995; effective September 10, 1995.

Rules 160-6-1-.42 has been repealed and 160-5-2-.05 has been adopted. Filed August 24, 1995; effective September 12, 1995.

Grant 160-1-4-.156 submitted August 29, 1995.

Grant 160-1-4-.159 submitted September 14, 1995.

Rules 160-5-2-.01, .03, .11 and .20 have been repealed. Filed September 14, 1995; effective October 4, 1995.

Grant 160-1-4-.160 submitted September 26, 1995.

Grant 160-1-4-.129 submitted October 30, 1995.

Grants 160-1-4-.114, .146 submitted November 7, 1995.

Grants 160-1-4-.91, .111, .115, .116, .131, .133, .141, .150 terminated; .32, .43, .49 to .52; .59, .61, .64, .65, .69, .71, .82, .83, .86, .87, .98, .101, .136 and .142 submitted December 5, 1995.

Grant 160-1-4-.132 submitted December 8, 1995.

Rule 160-4-2-.38 has been adopted. Filed December 14, 1995; effective January 3, 1996.

Grants 160-1-4-.89, .112, .161 submitted January 2, 1996.

Grant 160-1-4-.162 submitted January 18, 1996.

Grants 160-1-4-.08, .09 terminated; .164 submitted February 9, 1996.

Grant 160-1-4-.163 submitted February 14, 1996.

Grants 160-1-4-.02 to .05; .07, .10, .11 and .71 submitted February 27, 1996.

Grants 160-1-4-.165, .168 submitted March 18, 1996.

Grant 160-1-4-.169 submitted March 19, 1996.

Rules 160-3-3-.04, 160-4-2-.09, .10, 160-4-8-.12, 160-5-1-.18, 160-5-3-.03, .08, .14, has been amended. Filed March 25, 1996; effective April 14, 1996.

Grant 160-1-4-.65 submitted April 16, 1996.

Grant 160-1-4-.113 submitted April 24, 1996.

Grant 160-1-4-.172 submitted May 16, 1996.

Rules 160-4-2-.04 has been repealed, .17 has been amended, 160-4-3-.02, .09 amended, .03 and .04 repealed, 160-4-8-.01, .08 amended, .02, .03, .06, .07 repealed, 160-4-10-.02, .03 amended, 160-5-3-.01, .02, .10 amended, .05, .06, .07, .12 repealed. Filed May 16, 1996; effective June 5, 1996.

Grant 160-1-4-.59, .173 submitted June 14, 1996.

Grant 160-1-4-.83, .160 terminated; .171, .175 submitted June 12, 1996.

Grant 160-1-4-.176 submitted June 21, 1996.

Grant 160-1-4-.174 submitted July 2, 1996.

Grant 160-1-4-.103, .146, .154 submitted July 8, 1996.

Rules 160-4-3-.11, 5-1-.04, 11; 5-2-.50, 5-3-.11, .13 have been amended. Filed July 19, 1996; effective August 8, 1996.

Grant 160-1-4-.181 submitted July 24, 1996.

Grant 160-1-4-.163 submitted July 30, 1996.

Grant 160-1-4-.182 submitted September 9, 1996.

Grant 160-1-4-.85, .124, .125, .130, .136 submitted September 13, 1996.

Grant 160-1-4-.31, .55, .71, .88, .89, .96, .97, .98, .110, .120, .125, .140, .144, .162 terminated September 13, 1996.

Grant 160-1-4-.178, .183, .184, .185 submitted September 30, 1996.

Rules 160-3-1-.07, 3-2-.01, .02, .04, .06; 4-2-.03; 4-4-.10; 5-1-.22, .24, .27 amended. Filed September 24, 1996; October 14, 1996.

Chapter 160-5-4; Rules 5-5-.03 amended; 5-5-.01, .02 repealed. Filed November 21, 1996; effective December 11, 1996.

Rule 160-5-1-.08 amended. Filed November 26, 1996; effective December 16, 1996.

Emergency Rules 160-4-2-0.10-.35 and 160-4-2-0.11-.37 has been adopted. Filed and effective January 16, 1997, the date of adoption, to remain in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted. This Emergency Rule was adopted "for the State Board of Education to adopt this Emergency Rule in order to receive funding for FY 98 from the Georgia General Assembly". (Emergency Rule will not be published; copies may be obtained from the Agency.)

Rule 160-4-8-.10 has been repealed; 160-5-1-.07 has been amended. Filed January 16, 1997; effective February 5, 1997.

Rule 160-5-1-.01, 160-5-2-.50 have been amended. Filed February 19, 1997; effective March 11, 1997.

Rules 160-4-2-.03, .10; 160-5-1-.10 have been amended; Rules 160-4-2-.35, .37 have been adopted; Chapter 160-6-2 has been repealed. Filed March 20, 1997; effective April 9, 1997.

Rules 160-4-2-.16, 160-5-1-.13, 160-5-6-.01 have been amended; 160-5-6-.02 through .05 have been repealed. Filed May 21, 1997; effective June 10, 1997.

Grant 160-1-4-.188 submitted June 5, 1997.

Grants 160-1-4-.176, .190, .191 submitted June 16, 1997.

Grants 160-1-4-.17, 187 submitted June 18, 1997.

Rule 160-5-1-.02 has been amended. Filed June 3, 1997; effective June 23, 1997.

Grants 160-1-4-.192, .193 submitted July 17, 1997.

Grants 160-1-4-.194, .196, .197 submitted July 25, 1997.

Grants 160-1-4-.195 submitted August 5, 1997.

Grants 160-1-4-.198 submitted August 13, 1997.

Grants 160-3-1-.07, 160-4-2-.03, 160-5-1-.08, .24, 160-5-4-.02 have been amended and 160-4-2-.46 adopted. Filed July 25, 1997; effective August 14, 1997.

Grant 160-1-4-.200 submitted August 25, 1997.

Rule 160-3-3-.07 has been amended. Filed August 14, 1997; effective September 3, 1997.

Grant 160-1-4-.199 submitted August 29, 1997.

Grants 160-1-4-.168, .202 submitted September 16, 1997.

Grant 160-1-4-.201 submitted October 2, 1997.

Rules 160-3-3-.04; 160-4-2-.03, .21, .33; 160-4-4-.10, .20; 160-5-1- .18, .19 have been amended; 160-4-9-.02 has been repealed. Filed December 9, 1997; effective December 29, 1997.

Grant 160-1-4-.205 submitted December 9, 1997.

Grant 160-1-4-.208 submitted January 22, 1998.

Rules 160-4-8-.14 has been adopted and 160-4-9-.04 has been amended. Filed January 12, 1998; effective February 1, 1998.

Grant 160-1-4-.209 submitted February 17, 1998.

Rules 160-4-2-.01, .17, .38; 160-4-3-.06, .07, .08; 160-4-5-.01, 160-5-1-.08 have been amended. Filed February 17, 1998; effective March 9, 1998.

Grants 160-1-4-.21, .22, .23, .26, .39, .84, .142, .148, .159 terminated; .210 submitted February 26, 1998.

Rules 160-4-2-.18, .19 have been amended; .02 repealed. Filed March 20, 1998; effective April 9, 1998.

Grant 160-1-4-.212 submitted April 6, 1998.

Grants 160-1-4-.02, .05, .07, .10, .11, .15, .16, .17, .18, .27, .28, .29, .30, .43, .44, .72, .77, .85, .106, .107, .108, .109, .119, .121, .124, .128, .129, .130, .151, .176, .178, .184, .187, .192, .196, .197 submitted; .03, .04, .42, .47, .74, .93, .94, .99, .102, .113, .132, .134, .137, .147, .152, .154, .161, .164, .165, .169, .174, .181, .183, .188, .209 terminated. Submitted April 8, 1998.

Grants 160-1-4-.200, .213 submitted April 24, 1998.

Grants 160-1-4-.01, .12, .40, .45, .48, .53, .54, .58, .59, .60, .63, .64, .82, .103, .118, .127, .155, .156, .157, .193, .195, .198 submitted; .46, .57, .66, .68, .69, .73, .79, .112, .123, .138, .143, .145, .146, .153, .171, .172, .175, .182, .194, .208 terminated. Submitted May 1, 1998.

Grant 160-1-4-.216 submitted May 7, 1998.

Grants 160-1-4-.49, .50, .51, .52, .56, .75, .86, .95, .100, .101, .135 submitted May 11, 1998.

Grants 160-1-4-.173 terminated; .217 submitted May 22, 1998.

Grant 160-1-4-.139 submitted June 1, 1998.

Rules 160-1-3-.04, .06, 160-4-4-.01, 160-4-2-.10 and 160-5-1-.12 have been amended. Filed May 26, 1998; effective June 15, 1998.

Grants 160-1-4-.54, .218, .221 submitted June 12, 1998.

Grant 160-1-4-.215 submitted June 18, 1998.

Grants 160-1-4-.214, .222, .223 submitted June 24, 1998.

Grants 160-1-4-.224, .225 submitted June 25, 1998.

Rules 160-4-2-.46 and 160-4-8-.12 have been amended. Filed July 14, 1998; effective August 3, 1998.

Rules 160-5-1-.08, .15 have been amended. Filed August 14, 1998; effective September 3, 1998.

Grant 160-1-4-.229 submitted August 27, 1998.

Grant 160-1-4-.227 submitted September 16, 1998.

Grant 160-1-4-.228 submitted September 23, 1998.

Grant 160-1-4-.230 submitted October 9, 1998.

Grant 160-1-4-.231 submitted October 28, 1998.

Grants 160-1-4-.220, .232 submitted November 10, 1998.

Grant 160-1-4-.233 submitted November 23, 1998.

Rule 160-1-3-.09 has been adopted; Rules 160-4-2-.10 and 160-4-9 -.04 have been amended. Filed November 16, 1998; effective December 6, 1998.

Grant 160-1-4-.234 submitted December 14, 1998.

Grant 160-1-4-.235 submitted December 23, 1998.

Grant 160-1-4-.236 submitted January 15, 1999. Rule 160-4-2-.03 has been amended. Filed January 22, 1999; effective February 11, 1999.

Grants 160-1-4-.237, .238 submitted January 27, 1999.

Grant 160-1-4-.236 submitted February 12, 1999.

Grant 160-1-4-.239 submitted February 15, 1999.

Grants 160-1-4-.240, .241 submitted April 6, 1999.

Rules 160-3-1-.07, 160-5-1-.03, .07, .27, 160-5-2-.50 have been amended and 160-4-2-.07, .08

have been repealed. Filed March 16, 1999; effective April 5, 1999.

Grant 160-1-4-.243 submitted April 30, 1999.

Grant 160-1-4-.245 submitted May 12, 1999.

Rules 160-4-3-.09, .11 have been repealed and new Rules adopted. Rules 160-4-8-.08 and 160-5-1-.08 have been amended. Filed May 20, 1999; effective June 9, 1999.

Grants 160-1-4-.91, .234, .244, .246, .247 submitted June 2, 1999.

Grant 160-1-4-.242 submitted June 8, 1999.

Grants 160-1-4-.175, .248 submitted June 16, 1999.

Rule 160-4-3-.14 entitled "Work-based Learning Programs" has been adopted. Rule 160-5-1-.14 has been amended. Filed June 16, 1999; effective July 6, 1999.

Grants 160-1-4-.239, .250 submitted June 28, 1999.

Grant 160-1-4-.249 submitted July 6, 1999.

Rule 160-4-2-.34 has been repealed and a new Rule adopted. Filed July 13, 1999; effective August 2, 1999.

Grant 160-1-4-.251 submitted July 29, 1999.

Rules 160-3-3-.01, 160-4-5-.02, 160-5-4-.11 have been amended. Rule 160-3-3-.02 has been repealed. Filed August 20, 1999; effective September 9, 1999.

Grant 160-1-4-.168 submitted September 1, 1999.

Grant 160-1-4-.77 submitted September 13, 1999.

Grant 160-1-4-.85 terminated. Grants 160-1-4-.202 and .229 submitted October 5, 1999.

Rules 160-4-2-.09, .10 have been amended. Filed January 18, 2000; effective February 7, 2000.

Rule 160-4-2-.03 has been amended. Filed February 24, 2000; effective March 15, 2000.

Rule 160-1-3-.02 has been repealed and a new Rule adopted. Filed March 10, 2000; effective March 30, 2000.

Rule 160-4-8-.15 has been adopted. Rules 160-5-1-.03, .22 have been amended. Filed May 24, 2000; effective June 13, 2000.

Rule 160-4-2-.03 has been amended. Filed June 13, 2000; effective July 3, 2000.

Rules 160-3-3-.04, 160-4-2-.05, .12, .17, 160-4-3-.11, 160-4-5-.01, 160-4-8-.12, 160-5-1-.08, 160-5-4-.01, .02, .03, .10, .11, .18 have been amended. Filed June 29, 2000; effective July 19, 2000.

Rule 160-3-2-.01 has been repealed. Rules 160-4-2-.14, .15 have been adopted. Filed July 18, 2000; effective August 7, 2000.

Chapter 160-4-7 has been repealed and a new Chapter adopted. Rule 160-4-8-.01 has been repealed and a new Rule adopted. Rule 160-4-8-.05 has been adopted. Rules 160-5-1-.08, .13 have been amended. Filed August 14, 2000; effective September 3, 2000.

Rules 160-3-1-.01, 160-4-2-.03, .14, .32, 160-5-1-.01, .07, .22, and 160-5-2-.50 have been amended. Rule 160-5-1-.27 has been repealed. Rule 160-5-4-.09 has been adopted. Filed September 15, 2000; effective October 5, 2000.

Grant 160-1-4-.202 submitted October 19, 2000.

Rule 160-5-2-.21 has been amended. Filed November 13, 2000; effective December 3, 2000.

Rule 160-4-9-.04 has been amended. Filed December 14, 2000; effective January 3, 2001.

Grant 160-1-4-.252 submitted February 16, 2001.

Rule 160-5-4-.08 has been amended. Filed March 9, 2001; effective March 29, 2001.

Rule 160-3-1-.07 has been amended. Rule 160-5-1-.20 has been adopted. Filed April 16, 2001; effective May 6, 2001.

Rules 160-4-2-.03, 160-5-1-.08, 160-5-4-.02, .03, .16 have been amended. Filed May 21, 2001; effective June 10, 2001.

Rule 160-5-2-.04 has been amended. Rule 160-5-4-.04 has been adopted. Filed June 15, 2001; effective July 5, 2001.

Rule 160-4-2-.05 has been repealed and a new Rule adopted. Rules 160-4-2-.17, 160-4-5-.01, .02 and 160-5-1-.08 have been amended. Filed July 23, 2001; effective August 12, 2001.

Rules 160-4-2-.10 and 160-4-8-.12 have been amended. Filed November 9, 2001; effective November 29, 2001.

Grants 160-1-4-.02, .05, .07, .11, .27, .29, .36, .44, .54, .67, .68, .72, .75, .77, .86, .87, .91, .121, .135, .139, .149, .151, .168, .185, .190, .193, .196, .197, .200, .205, .210, .213, .214, .218, .220, .222 to .225, .231, .232, .234, .235, .238 to .245, .247, .248, .251 terminated December 12, 2001.

Grants 160-1-4-.253, .254 submitted December 14, 2001.

Rule 160-4-2-.11 has been adopted. Rule 160-4-2-.31 has been amended. Filed December 14, 2001; effective January 3, 2002.

Grants 160-1-4-.18, .43, .106 to .109, .184 terminated. Grants 160-1-4-.155, .255 submitted December 21, 2001.

Grants 160-1-4-.10, .32, .52, .56, .58, .103, .118, .119, .128, .156, .178, .192, .217, .221, .228, .237, .246 terminated. Grants 160-1-4-.14, .50, .122, .229, .230 submitted January 2, 2002.

Grants 160-1-4-.12, .30, .40, .45, .81, .82, .157, .199, .212, .215, .216, .233, .249 terminated. Grants 160-1-4-.53, .65, .195, .198, .202, .236 submitted January 14, 2002.

Grant 160-1-4-.201 terminated. Grants 160-1-4-.17, .48, .127, .175, .250 submitted January 15, 2002.

Grants 160-1-4-.59, .64 submitted January 22, 2002.

Grant 160-1-4-.28 terminated. Grants 160-1-4-.85, .256 submitted February 15, 2002.

Rules 160-1-3-.07, 160-4-2-.01, .03, .05, 160-4-10-.02, 160-5-1-.02, .10, .15, 160-5-6-.01 have been amended. Rules 160-3-3-.01, 160-4-10-.03 have been repealed. Rule 160-4-2-.47 has been adopted. Filed February 15, 2002; effective March 7, 2002.

Rule 160-4-2-.38 has been amended. Filed February 28, 2002; effective March 20, 2002.

Rule 160-5-2-.05 has been amended. Filed April 12, 2002; effective May 2, 2002.

Grant 160-1-4-.257 submitted April 16, 2002.

Rules 160-4-7-.05, .16, .18 have been amended. Filed April 16, 2002; effective May 6, 2002.

Rule 160-5-3-.13 has been amended. Filed May 9, 2002; effective May 29, 2002.

Rules 160-3-3-.04, 160-4-2-.17, 160-5-3-.03 have been amended. Rule 160-3-3-.10 has been adopted. Rule 160-4-9-.01 has been repealed. Filed June 13, 2002; effective July 3, 2002.

Rule 160-4-2-.11 has been amended. Filed June 18, 2002; effective July 8, 2002.

Grant 160-1-4-.258 submitted June 27, 2002.

Grants 160-1-4-.257 and .259 submitted August 5, 2002.

Rule 160-4-2-.13 has been amended. Filed August 8, 2002; effective August 28, 2002.

Grant 160-1-4-.260 submitted August 13, 2002. Rule 160-4-9-.04 has been amended. Filed August 16, 2002; effective September 5, 2002.

Grant 160-1-4-.261 submitted September 9, 2002.

Rules 160-4-4-.10 and 160-5-2-.02 have been amended. Filed September 12, 2002; effective October 2, 2002.

Grant 160-1-4-.262 submitted November 26, 2002.

Grant 160-1-4-.264 submitted January 24, 2003.

Grant 160-1-4-.263 submitted January 31, 2003.

Grant 160-1-4-.262 submitted February 3, 2003.

Rule 160-4-2-.03 has been amended. Filed February 13, 2003; effective March 5, 2003.

Grant 160-1-4-.262 submitted March 6, 2003.

Rules 160-4-5-.01, 160-4-7-.05 and .11 have been amended. Filed June 16, 2003; effective July 6, 2003.

Rule 160-4-8-.16 has been adopted. Rule 160-5-1-.08 has been amended. Filed July 23, 2003; effective August 12, 2003.

Rules 160-5-3-.10 and .11 have been amended. Filed August 19, 2003; effective September 8, 2003.

Rule 160-4-2-.03 has been repealed and a new Rule adopted. Filed October 10, 2003; effective October 30, 2003.

Grant 160-1-4-.265 submitted November 4, 2003.

Rules 160-3-3-.04, .10, 160-4-2-.14, 160-5-4-.04, .15, and .18 have been amended. Filed November 18, 2003; effective December 8, 2003.

Grant 160-1-4-.262 submitted January 5, 2004.

Rules 160-3-1-.07 and 160-4-2-.13 have been amended. Filed January 9, 2004; effective January 29, 2004.

Grants 160-1-4-.155, .255, and .267 submitted February 10, 2004.

Rule 160-5-3-.08 has been amended. Filed February 13, 2004; effective March 4, 2004.

Grant 160-1-4-.266 submitted March 8, 2004.

Rules 160-4-2-.03 and 160-5-4-.05 have been amended. Filed April 19, 2004; effective May 9, 2004.

Rules 160-4-2-.05, .13, 160-4-8-.15, 160-5-1-.03, and .08 have been amended. Rule 160-4-5-.03 has been adopted. Chapter 160-7-1 entitled "Statewide Accountability" has been adopted. Filed July 12, 2004; effective August 1, 2002.

Rules 160-4-8-.15, 160-5-1-.08, and .10 have been amended. Filed August 13, 2004; effective September 2, 2004.

Rule 160-5-3-.08 has been amended. Filed October 14, 2004; effective November 3, 2004.

Rule 160-4-2-.15 has been repealed. Rule 160-4-2-.23 has been adopted. Filed December 9, 2004; effective December 29, 2004.

Chapter 160-7-1 has been repealed and a new chapter adopted. Filed December 17, 2004; effective January 6, 2005.

Rule 160-4-2-.07 has been adopted. Rule 160-4-2-.10 has been repealed. Rule 160-5-1-.13 has been amended. Filed January 14, 2005; effective February 3, 2005.

Grant 160-1-4-.268 submitted January 28, 2005.

Rules 160-4-2-.18 and .19 have been repealed. Rule 160-4-2-.34 has been repealed and a new Rule adopted. Filed April 20, 2005; effective May 10, 2005.

Grants 160-1-4-.266 and .269 submitted May 24, 2005.

Rule 160-5-1-.07 has been amended. Filed June 10, 2005; effective June 30, 2005.

Rules 160-3-1-.07, 160-4-2-.03, and 160-5-1-.08 have been amended. Chapter 160-7-1 has been repealed and a new Chapter adopted. Chapter 160-8-1 entitled "Georgia Virtual School Program" has been adopted. Filed July 15, 2005; effective August 4, 2005.

Rule 160-8-1-.01 has been amended. Filed September 8, 2005; effective September 28, 2005.

Grant 160-1-4-.229 submitted. Grant 160-1-4-.230 terminated October 14, 2005.

Rules 160-1-3-.02, 160-4-5-.03, and 160-5-2-.21 have been repealed and new Rules adopted. Rules 160-4-8-.17 and 160-5-3-.16 have been adopted. Rule 160-5-1-.08 has been amended. Filed October 14, 2005; November 3, 2005.

Rule 160-1-3-.09 has been repealed and a new Rule adopted. Filed December 8, 2005; effective December 28, 2005.

Grant 160-1-4-.262 submitted January 31, 2006.

Grant 160-1-4-.265 submitted February 24, 2006.

Grant 160-1-4-.270 submitted April 4, 2006.

Rules 160-4-2-.17 and 160-4-7-.18 have been amended. Rule 160-5-3-.10 has been repealed and a new Rule adopted. Filed April 13, 2006; effective May 3, 2006.

Grant 160-1-4-.271 submitted May 3, 2006.

Rule 160-4-2-.03 has been amended. Rule 160-4-5-.02 has been repealed and a new Rule adopted. Filed June 8, 2006; effective June 28, 2006.

Grant 160-1-4-.272 submitted June 19, 2006.

Rules 160-4-5-.01, 160-5-1-.08, and .10 have been amended. Rule 160-4-9-.04 has been repealed and a new Rule adopted. Filed July 14, 2006; effective August 3, 2006.

Rules 160-1-3-.02, 160-4-5-.01, 160-4-8-.16, and 160-5-1-.08 have been amended. Rule 160-5-1-.28 has been adopted. Filed September 14, 2006; effective October 4, 2006.

Grants 160-1-4-.14, .16, .49 to .51, .63 to .65, .95, .101, .122, .155, .163, .176, .252 to .255, .263, .265 to .267, .270, and .271 submitted November 2, 2006.

Grants 160-1-4-.01, .17, .48, .53, .60, .85, .124, .127, .129, .175, .187, .195, .198, .202, .236, .257, .259, .264, .268, and .269 terminated. Grants 160-1-4-.100 and .191 submitted November 9, 2006.

Grant 160-1-4-.273 submitted January 4, 2007.

Rules 160-4-4-.10 and .20 have been repealed and new Rules adopted. Filed February 8, 2007; effective February 28, 2007.

Grant 160-1-4-.23 submitted March 1, 2007.

Rule 160-4-2-.03 has been amended. Filed April 12, 2007; effective May 2, 2007.

Chapter 160-4-7 has been repealed and a new Chapter adopted. Filed June 14, 2007; effective July 4, 2007.

Rules 160-5-1-.08 and .10 have been amended. Filed August 9, 2007; effective August 29, 2007.

Rules 160-3-1-.07 and 160-4-9-.04 have been amended. Rule 160-4-2-.48 has been adopted. Filed September 13, 2007; effective October 3, 2007.

Rules 160-4-2-.03 and 160-5-1-.15 have been amended. Rules 160-5-1-.29 and 160-5-2-.06 have been adopted. Filed February 14, 2008; effective March 5, 2008.

Rule 160-4-2-.20 has been adopted. Filed April 3, 2008; effective April 23, 2008.

Rules 160-7-1-.04 and 160-8-1-.01 have been amended. Filed May 8, 2008; effective May 28, 2008.

Grants 160-1-4-.59, .64, .227, .262, .263, and .266 submitted. Grant 160-1-4-.260 terminated June 26, 2008.

Grant 160-1-4-.258 submitted July 2, 2008.

Grants 160-1-4-.49 and .271 submitted. Grants 160-1-4-.95, .256, and .261 terminated July 7, 2008.

Grants 160-1-4-.15, .16, .176, .191, and .229 terminated. Grant 160-1-4-.65 submitted July 8, 2008.

Grants 160-1-4-.14 and .273 submitted. Grants 160-1-4-.63, .122, .252 to .254 terminated July 14, 2008.

Rules 160-4-5-.03 and 160-5-4-.15 have been amended. Rule 160-5-1-.33 has been adopted. Filed October 9, 2008; effective October 29, 2008.

Grant 160-1-4-.266 submitted December 11, 2008.

Rule 160-3-1-.07 has been amended. Filed December 11, 2008; effective December 31, 2008.

Rule 160-4-7-.18 has been repealed and a new Rule adopted. Filed February 9, 2009; effective March 1, 2009.

Rules 160-4-2-.03, .20, and 160-5-4-.18 have been repealed and new Rules adopted. Filed February 12, 2009; effective March 4, 2009.

Rule 160-4-9-.04 has been repealed and a new Rule adopted. Filed May 14, 2009; effective June 3, 2009.

Rules 160-4-2-.09 and 160-5-1-.07 have been amended. Filed August 13, 2009; effective September 2, 2009.

Rules 160-4-2-.31, 160-5-1-.18 and .33 have been repealed and new Rules adopted. Rule 160-5-1-.19 has been repealed. Filed November 4, 2009; effective November 24, 2009.

Rule 160-4-2-.34 has been repealed and a new Rule adopted. Rule 160-5-1-.34 has been adopted. Filed January 14, 2010; effective February 3, 2010.

Grants 160-1-4-.274 and .275 submitted February 5, 2010.

Rules 160-4-2-.03, .20, 160-4-7-.03 to .05, .07, .09, .12, .18 and .19 have been repealed and new Rules adopted. Filed March 11, 2010; effective March 31, 2010.

Grants 160-1-4-.276 to .279 submitted April 1, 2010.

Grant 160-1-4-.280 submitted May 13, 2010.

Rule 160-4-8-.12 has been repealed and a new Rule adopted. File May 13, 2010; effective June 2, 2010.

Rule 160-1-3-.09 has been repealed and a new Rule adopted. Rule 160-5-1-.35 has been adopted. Rule 160-5-4-.16 has been repealed and a new Rule and title adopted. Filed July 9, 2010; effective July 29, 2010.

Grant 160-1-4-.281 submitted August 19, 2010.

Rule 160-4-2-.20 has been amended. Rule 160-5-1-.28 has been repealed and a new Rule adopted. Filed August 19, 2010; effective September 8, 2010.

Rules 160-4-2-.16, 160-5-1-.01 and .06 have been repealed. Rule 160-5-1-.02 has been repealed and a new Rule adopted. Rule 160-5-1-.36 has been adopted. Filed October 14, 2010; effective November 3, 2010.

Rules 160-4-2-.03, 160-4-2-.07, 160-4-4-.10 amended. F. Jan. 21, 2011; eff. Feb. 10, 2011.

Rule 160-4-2-.20 amended. F. Mar. 14, 2011; eff. Apr. 3, 2011.

Rule 160-5-2-.04 repealed. F. Mar. 10, 2011; eff. Mar. 30, 2011.

Rule 160-5-2-.05 repealed and readopted. F. Mar. 10, 2011; eff. Mar. 30, 2011.

Rules 160-4-2-.13 and 160-3-1-.07 amended. F. Apr. 13, 2011; eff. May 3, 2011.

Rules 160-5-3-.02 and 160-5-3-.11 amended. F. May 13, 2011; eff. Jun. 2, 2011.

Rule 160-4-3-.14 amended. F. Jun. 9, 2011; eff. Jun. 29, 2011.

Rules 160-4-2-.12, 160-4-2-.20, 160-4-2-.48, 160-4-5-.02, 160-4-8-.09, 160-4-8-.09, 160-5-6-.01, 160-8-1-.01 amended. F. Jul. 21, 2011; eff. Aug. 10, 2011.

Rule 160-7-1-.01 repealed and readopted. F. Jul. 21, 2011; eff. Aug. 10, 2011.

Rules 160-4-2-.37, 160-7-1-.02, 160-7-1-.03, 160-7-.04 repealed. F. Jul. 21, 2011; eff. Aug. 10, 2011.

Rule 160-4-2-.05 amended. F. Sep. 8, 2011; eff. Sep. 28, 2011.

Rule 160-4-9-.04 repealed and readopted. F. Sep. 8, 2011; eff. Sep. 28, 2011.

Rules 160-4-9-.05 and .06 adopted. F. Sep. 8, 2011; eff. Sep. 28, 2011.

Rules 160-5-1-.10 and 160-5-1-.18 amended. F. Oct. 12, 2011; eff. Nov. 1, 2011.

Rule 160-1-3-.03 repealed and readopted. F. Oct. 12, 2011; eff. Nov. 1, 2011.

Rules 160-1-4-.282, 160-4-2-.20, 160-4-9-.04, 160-5-3-.08 amended. F. Jan. 12, 2012; eff. Feb. 1, 2012.

Grant 160-1-4-.283 submitted Feb. 16, 2012.

Rule 160-5-3-.01 amended. F. Feb. 16, 2012; eff. Mar. 7, 2012.

Rules 160-4-2-.20, 160-5-.4 -.02, 160-5-4-.03, 160-5-4-.04, 160-5-4-.05, 160-5-4-.11, 160-5-4-.15, 160-5-4-.16, amended. F. May 10, 2012; eff. May 30, 2012.

Rule 160-5-4-.20 repealed. F. May 10, 2012; eff. May 30, 2012.

Rule 160-4-2-.38 repealed and readopted. F. May 10, 2012; eff. May 30, 2012.

Rules 160-5-4-.22 and 160-4-8-.18 adopted. F. Aug. 23, 2012; eff. Sep. 12, 2012.

Rules 160-5-1-.28 and 160-1-3-.05 amended. F. Aug. 23, 2012; eff. Sep. 12, 2012.

Rule 160-4-2-.35 repealed. F. Aug. 23, 2012; eff. Sep. 12, 2012.

Rule 160-5-1-.10 amended. F. Nov. 14, 2012; eff. Dec. 4, 2012.

Grant 160-1-4-.284 submitted Apr. 3, 2013.

Rule 160-5-1-.15 amended. F. Apr. 9, 2013; eff. Apr. 29, 2013.

Rules 160-4-2-.20, 160-4-5-.02, 160-4-7-.02, 160-4-7-.09 amended. F. May 9, 2013; eff. May 29, 2013.

Rule 160-4-2-.12 amended. F. Aug. 22, 2013; eff. Sept. 11, 2013.

Rule 160-4-2-.14 amended. F. Nov. 7, 2013; eff. Nov. 27, 2013.

Rule 160-5-1-.36 amended. F. Jan. 16, 2014; eff. Feb. 5, 2014.

Rule 160-4-2-.20 amended. F. Apr. 3, 2014; eff. Apr. 23, 2014.

Grant 160-1-4-.266 submitted May 21, 2014.

Rule 160-5-1-.37 adopted. F. Apr. 14, 2014; eff. July 1, 2014, as specified by the Agency.

Rules 160-3-1-.07 and 160-5-6-.01 amended. F. Aug. 21, 2014; eff. Sep. 10, 2014.

Rules 160-4-2-.11, 160-4-2-.13, 160-4-9-.04 through .06, 160-5-4-.16, amended. Rule 160-4-9-.07 adopted. F. Nov. 7, 2014; eff. Nov. 27, 2014.

Rule 160-4-3-.13 amended. F. Feb. 19, 2015; eff. Mar. 11, 2015.

Rule 160-3-3-.04 repealed and new rule adopted. F. Feb. 19, 2015; eff. July 1, 2015, as specified by the Agency.

Rule 160-4-2-.20 amended. Rule 160-5-1-.33 repealed and new rule adopted. F. Apr. 2, 2015; eff. Apr. 22, 2015.

Rule 160-5-1-.10 amended. F. May 7, 2015; eff. May 27, 2015.

Rule 160-4-2-.20 amended. F. June 12, 2015; eff. July 2, 2015.

Grant 160-1-4-.276 submitted July 7, 2015.

Rule 160-4-5-.02 and 160-5-6-.01 amended. F. July 17, 2015; eff. Aug. 6, 2015.

Rule 160-1-3-.09 repealed. Rule 160-4-8-.19 adopted. Rules 160-4-9-.04, 160-5-1-.33 amended. Rules 160-4-9-.5 through .07 repealed and new rules adopted. F. Sep. 25, 2015; eff. Oct. 15, 2015.

Rule 160-5-1-.34 amended. F. Nov. 5, 2015; eff. Nov. 25, 2015.

Rules 160-4-5-.01, 160-5-2-.21 amended. Rules 160-3-3-.10, 160-4-5-.03 repealed. F. May 5, 2016; eff. May 25, 2016.

Rules 160-4-8-.15, 160-5-1-.37 amended. Rule 160-4-2-.34 repealed and new rule adopted. F. Jul. 14, 2016; eff. Aug. 3, 2016.

Rules 160-4-3-.11, 160-4-4-.10, 160-4-4-.20, 160-4-9-.04 through .07, 160-5-1-.33 amended. F. Aug. 18, 2016; eff. Sep. 7, 2016.

Rule 160-4-3-.11, correction of non-substantive typographical error in Rule title on website, *"Extended-Day Grant Program"* corrected to *"Extended Day Grant Program"* (hyphen deleted), as requested by the Agency. Effective September 7, 2016.

Grant 160-1-4-.285 submitted September 14, 2016.

Rules 160-5-1-.15, .36 amended. F. Sep. 22, 2016; eff. Oct. 12, 2016.

Rule 160-5-1-.28 amended. F. Dec. 8, 2016; eff. Dec. 28, 2016.

Rules 160-4-9-.04 through .07 amended. Rule 160-5-1-.33 adopted. F. Mar. 30, 2017; eff. Apr. 19, 2017.

Grant 160-1-4-.286 submitted April 18, 2017.

Rule 160-5-1-.03 amended. F. May 4, 2017; eff. May 24, 2017.

Rule 160-4-7-.15 repealed and new rule adopted. Rule 160-8-1-.01 amended. F. June 15, 2017; eff. July 5, 2017.

Rules 160-4-8-.16, 160-5-1-.07 amended. F. July 20, 2017; eff. Aug. 9, 2017.

Rules 160-4-2-.34, 160-4-9-.04 through .07, 160-5-1-.28, 160-5-1-.33 amended. F. Aug. 24, 2017; eff. Sep. 13, 2017.

Rule 160-4-5-.02 amended. F. Sep. 28, 2017; eff. Oct. 18, 2017.

Rule 160-3-1-.07 amended. F. Nov. 9, 2017; eff. Nov. 29, 2017.

Grant 160-1-4-.287 submitted Dec. 12, 2017.

Grant 160-1-4-.275 submitted Jan. 4, 2018.

Rules 160-4-8-.12, .17 amended. F. Jan. 11, 2018; eff. Jan. 31, 2018.

Rule 160-5-2-.21 amended. F. Mar. 22, 2018; eff. Apr. 11, 2018.

Rule 160-4-2-.01 repealed. F. May 4, 2018; eff. May 24, 2018.

Grants 160-1-4-.288, .289 submitted July 12, 2018.

Rule 160-5-4-.18 amended. F. July 19, 2018; eff. Aug. 8, 2018.

Rule 160-4-2-.12 amended. F. Aug. 23, 2018; eff. Sep. 12, 2018.

Rule 160-5-1-.10 amended. F. Sep. 27, 2018; eff. Oct. 17, 2018.

Grant 160-1-4-.290 submitted Oct. 1, 2018.

Grant 160-1-4-.291 submitted Nov. 5, 2018.

Rules 160-4-8-.15, 160-5-1-.13 amended. F. Nov. 8, 2018; eff. Nov. 28, 2018.

Grant 160-1-4-.292 submitted Nov. 29, 2018.

Rule 160-5-2-.06 amended. F. Dec. 13, 2018; eff. Jan. 2, 2019.

Rule 160-4-8-.14 repealed. Rule 160-5-1-.10 amended. F. Mar. 28, 2019; eff. Apr. 17, 2019.

Rule 160-4-2-.34 amended. F. June 13, 2019; eff. July 3, 2019.

Grant 160-1-4-.293 submitted July 18, 2019.

Note: Rule 160-4-2-.34, correction of non-substantive typographical error in paragraph (1)(e), *"**Eligible Postsecondary Institution** - any eligible postsecondary institution as defined in. paragraph (7) of O.C.G.A § 20-3-519."* corrected to "***Eligible Postsecondary Institution*** *- any eligible postsecondary institution as defined in paragraph (7) of O.C.G.A § 20-3-519." (period deleted after "in"),* as requested by the Agency, Effective July 29, 2019.

Grant 160-1-4-.294 submitted Aug. 14, 2019.

Rule 160-5-4-.16 amended. F. Aug. 22, 2019; eff. Sep. 11, 2019.

Grants 160-1-4-.295 and .296 submitted Nov. 6, 2019.

Rule 160-3-1-.07 amended. F. Nov. 7, 2019; eff. Nov. 27, 2019.

Rules 160-5-1-.10 and .28 amended. F. Jan. 16, 2020; eff. Feb. 5, 2020.

Grant 160-1-4-.270 submitted Feb. 12, 2020.

Rule 160-4-2-.48 amended. F. Feb. 20, 2020; eff. Mar. 11, 2020.

Grant 160-1-4-.297 submitted Mar. 4, 2020.

Grant 160-1-4-.298 submitted Apr. 2, 2020.

Rule 160-4-5-.02 amended. F. Oct. 1, 2020; eff. Oct. 21, 2020.

Rule 160-4-5-.02 amended. F. Dec. 21, 2020; eff. Jan. 10, 2021.

Rules 160-3-1-.07, 160-4-2-.34 amended. F. Mar. 25, 2021; eff. Apr. 14, 2021.

Grant 160-1-4-.299 submitted June 15, 2021.

Grant 160-1-4-.300 submitted Aug. 17, 2021.

Grant 160-1-4-.301 submitted Sep. 27, 2021.

Grant 160-1-4-.290 submitted Oct. 19, 2021.

Rules 160-4-2-.12, 160-1-5-.15 amended. F. Nov. 4, 2021; eff. Nov. 24, 2021.

Grant 160-1-4-.302 submitted Nov. 17, 2021.

Grant 160-1-4-.292 amended, submitted Dec. 7, 2021.

Rule 160-4-8-.05 repealed in its entirety and new rule adopted. F. Dec. 9, 2021; eff. Dec. 29, 2021.

Grant 160-1-4-.303 submitted Dec. 21, 2021.

Grant 160-1-4-.304 submitted Jan. 6, 2022.

Grant 160-1-4-.305 submitted Jan. 24, 2022.

Grant 160-1-4-.306 submitted Feb. 3, 2022.

Rule 160-4-3-.14 amended. F. Feb. 17, 2022; eff. Mar. 9, 2022.

Grant 160-1-4-.307 submitted Mar. 16, 2022.

Grant 160-1-4-.308 submitted Apr. 4, 2022.

Grant 160-1-4-.299 submitted Apr. 12, 2022.

Grant 160-1-4-.309 submitted June 14, 2022.

Rule 160-4-2-.34 amended. F. June 16, 2022; eff. July 6, 2022.

Rule 160-5-3-.02 repealed in its entirety and new rule adopted. Rule 160-5-3-.17 adopted. F. July 21, 2022; eff. Aug. 10, 2022.

Rule 160-5-1-.10 amended. F. Dec. 8, 2022; eff. Dec. 28, 2022.

Note: Rule 160-4-4-.10, correction of recently discovered non-substantive typographical errors as requested by the Board, in subparagraphs (2)(a) and (4)(h), *"... leaning resources..."* corrected to *"... learning resources..."*, as originally promulgated and adopted. Effective February 16, 2023.

Rules 160-4-2-.34, 160-5-6-.01 amended. F. Feb. 16, 2023; eff. Mar. 8, 2023.

Grants 160-1-4-.310, .311, .312, .313 submitted Mar. 22, 2023.

Grant 160-1-4-.314 submitted Mar. 23, 2023.

Rules 160-4-7-.03, .17, .18 amended. F. Mar. 23, 2023; eff. Apr. 12, 2023.

Grant 160-1-4-.315 submitted Apr. 4, 2023.

Chapter 160-1. .

Subject 160-1-1. REPEALED (160-1-1-.01 thru 160-1-1-.05).

Rule 160-1-1-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-1-.01
Authority: Ga. L. 1964, p. 3 *et seq.*, as amended and Ga. L. 1964, p. 338 *et seq.*, as amended. Effective August 18, 1972.
History. Original Rule was filed on July 28, 1972; effective August 18, 1972 as specified by the Agency.
Repealed: F. Jun. 22, 1990; eff. July 12, 1990.

Rule 160-1-1-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-1-.02
Authority: Ga. L. 1964, p. 3 *et seq.*, as amended and Ga. L. 1964, p. 338 *et seq.*, as amended. Effective July 4, 1973.
History. Original Rule was filed on July 28, 1972; effective August 18, 1972 as specified by the Agency.
Amended: Filed June 14, 1973; effective July 4, 1973.
Repealed: F. Jun. 22, 1990; eff. July 12, 1990.

Rule 160-1-1-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-1-.03
Authority: Ga. L. 1964, p. 3 *et seq.*, as amended and Ga. L. 1964, p. 338 *et seq.*, as amended. Effective August 18, 1972.
History. Original Rule was filed on July 28, 1972; effective August 18, 1972 as specified by the Agency.
Repealed: F. Jun. 22, 1990; eff. July 12, 1990.

Rule 160-1-1-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-1-.04
Authority: Ga. L. 1964, p. 3 *et seq.*, as amended and Ga. L. 1964, p. 338 *et seq.*, as amended. Effective August 18, 1972.
History. Original Rule was filed on July 28, 1972; affective August 18, 1972 as specified by the Agency.
Repealed: F. Jun. 22, 1990; eff. July 12, 1990.

Rule 160-1-1-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-1-.05
Authority: Ga. L. 1964, p. 3 *et seq.*, as amended and Ga. L. 1964, p. 338 *et seq.*, as amended. Effective August 18, 1972.
History. Original Rule was filed on July 28, 1972; effective August 18, 1972 as specified by the Agency.
Repealed: F. Jun. 22, 1990; eff. July 12, 1990.

Subject 160-1-3. RULES OF GENERAL APPLICABILITY.

Rule 160-1-3-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.01
Authority: O.C.G.A. Secs. 20-2-210; 20-2-790; 20-2-940; 20-2-1160.
History. Original Rule entitled "Complaints" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jun. 22, 1990; eff. July 12, 1980.
Repealed. F. Sept. 24, 1992; eff. Oct. 14, 1992.

Rule 160-1-3-.02. Suspension of Rules and Laws (Waiver).

(1) **DEFINITIONS**.

(a) Substantial Hardship - a significant, unique, and demonstrable economic, technological, legal, or other type of deprivation to an individual or local education agency (LEA) requesting a variance or waiver which impairs the ability of the individual to continue successfully in meeting the requirements of an educational program or of the LEA to provide educational programs and services to its students.

(b) Individual Waiver - a decision not to apply all or part of a state rule to an individual who is subject to the rule.

(c) System Waiver - a decision not to apply a state rule or law to an LEA that is subject to the state rule or law.

(d) Variance - a decision by an agency to grant a modification to all or part of the literal requirements of a state rule to an LEA or to an individual who is subject to the rule.

(2) **REQUIREMENTS.**

(a) The state board may defer action on a request until such time as all members have had reasonable opportunity to consider the request.

(b) For any request for waiver or variance of a state board rule or law, additional information or supporting documentation may be requested by the state school superintendent or designee prior to the waiver or variance request being submitted to the state board.

(3) **TYPES OF WAIVER REQUESTS.**

(a) **ADMINISTRATIVE/FACILITY WAIVER REQUEST**. For those situations when an application of rules can lead to substantial hardship for a local board of education, the local board of education may request a variance or waiver of a rule

by submitting to the state school superintendent a local board resolution that specifies the following.

1. The rule from which the variance or waiver is requested

2. The type of action requested

3. The specific facts of substantial hardship which would justify a variance or waiver for the petitioner

4. The alternative standards which the local board seeking the variance or waiver agrees to meet and a showing that such alternative standards will afford adequate protection for the public health, safety, and welfare

5. The reason why the variance or waiver requested would serve the purpose of the underlying statute.

(b) **INDIVIDUAL STUDENT WAIVER REQUEST**. Any student or parent(s) or guardian acting on behalf of a student may request a waiver or variance of any rule requirement affecting the student. Requests shall be filed with the local school superintendent for transmittal to the state school superintendent.

1. The request shall specify the following.

   (i) The type of action requested, whether a variance or a waiver;

   (ii) The rule(s) and requirement(s) being waived or varied, including the specific provisions and wording;

   (iii) The specific facts which would justify a variance or waiver for the petitioner;

   (iv) What will be accomplished in lieu of the rule requirement(s);

   (v) The reason why the variance or waiver requested would serve the purpose of the underlying requirement; and

   (vi) Permission for department staff to receive all student records - including special education records - pertinent to the request and to discuss records with school personnel.

2. Within three weeks of receipt of such a request, the local school superintendent shall submit - along with a copy of the request from the student, parent(s), or guardian - the following records to the department.

(i) School records, including official student transcript, current schedule/status of the student, attendance records, program of study, pertinent testing data, and remediation activities

(ii) Minutes of student support team (SST) meeting(s) and action plans, if any

(iii) Individual Accommodation Plan (SST or 504, if any)

(iv) Special education records, including evaluation reports, eligibility reports, legible individualized education programs, classroom and test modifications that have been implemented

(v) A statement setting forth the superintendent's or local board's position with respect to the request, and

(vi) Any other information relevant to the request.

3. Appendix A, *Contents Checklist for Student Waiver Requests*, shall be completed and submitted as a cover page to the request. The checklist shall also be used for those waiver requests submitted in accordance with Rule 160-1-3-.09 Waivers of High School Graduation Assessments.

(c) **INSTRUCTIONAL PROGRAM REQUEST.** A LUA implementing an instructional program that may require a waiver of state board rule and/or requirement(s) shall submit the request in writing along with the *Instructional Program Waiver RequestChecklist* (Appendix B) to the state school superintendent. Such written request shall include the following information.

1. A resolution adopted by the local board of education which specifies

(i) The rule(s) from which the local board is requesting a waiver, including the specific provisions and wording that are to be waived;

(ii) What is requested in lieu of rule requirement(s);

(iii) Duration of the waiver with the beginning date noted. Waivers may be requested for up to three years.

2. A description of the proposed activity which addresses

(i) Goals and objectives of the proposed modification

(ii) Rationale for the modification and how this modification fits into the school or system's overall improvement plan(s)

(iii) Predicted impact of the activity on students, teachers, and the school community. Include the number of students impacted

(iv) Staff development activities for teachers (if applicable)

(v) Evaluation plan with the following components

(I) The specific question(s) to be answered by the evaluation. These questions shall reflect the stated goals/objectives of the waiver.

(II) Data to be collected in response to each question. These may include improved test scores, lower dropout and/or retention rates, increased parent participation, etc.

(III) The method(s) of data collection, including a description or copies of instruments to be used (unless these are nationally/state validated tests or other instruments readily available to the waiver review staff).

(IV) Data describing current conditions that the waiver is expected to change. For example, current test scores, dropout and/or retention rates or present parent participation.

(V) Criteria for determining the success of the waiver implementation. That is, how much improvement or change is expected in order to consider the activity a success by the end of the waiver period?

(VI) An evaluation time line, including the submission of annual reports to the department.

3. To continue a program under waivers, the local board of education shall submit by local board resolution a request for renewal to the state school superintendent.

(i) The resolution shall include the rule and specific provisions that are to be waived and the duration of the waiver request.

(ii) Evaluation data shall reflect the achievement toward the program's goals and objectives from the beginning of the program's implementation.

(d) **WAIVERS TO IMPROVE STUDENT PERFORMANCE.** Local school systems may apply to the State Board of Education for system waivers of specifically identified state law, rules, regulations, policies, and procedures upon the request of a local school board and in accordance with O.G.C.A. § 20-2-244.

1. The goal for each system waiver shall be the improvement of student performance.

2. The State Board of Education shall not waive any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in or near a public school; or any reporting requirements pursuant to O.G.C.A. § 20-2-320 of Chapter 14 of Title 20.

3. A local school system that has received a system waiver shall remain subject to the provisions of Part 3 of Article 2 of Chapter 14 of Title 20, the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by O.G.C.A. § 20-2-133, and shall remain open to enrollment in the same manner as before the waiver request.

4. The provisions of this Code section shall not apply to charter schools.

5. The State Board of Education shall require the submission of a written application for a waiver that shall include, at a minimum:

   (a) Identification of the specific state law, rules, regulations, policies, and procedures, or provisions of this chapter that the LEA is requesting to waive;

   (b) A description of the policies and procedures the school or school system shall substitute for the waived state law, rules, regulations, policies, and procedures, or provisions;

   (c) A description of how the proposed system waiver will improve student performance;

   (d) A description of the students who will be affected by the proposed system waiver, including their estimated number, current performance, grade level, and any common demographic traits;

   (e) A list of schools by name that will be affected by the proposed system waiver, and a description of each school, including current performance, grade levels, and demographic traits of the students of each such school;

(f) Methods for collection of data, and for measuring and evaluating any change in student performance resulting from the proposed system waiver;

(g) The period of time for which the proposed system waiver is requested and the proposed starting date; and

(h) A resolution from the local school board approving the system waiver request.

6. The State Board of Education may grant or deny a system waiver request, or grant a system waiver request subject to specified modifications in the waiver request.

7. A system waiver may be granted in accordance with this section for any period of time not to exceed five years. The State Board of Education shall require reports from local school systems receiving system waivers under this section regarding the effect of the system waiver at least annually, and may require more frequent reports if necessary to monitor the effect of the system waiver.

8. The State Board of Education may repeal a system waiver at any time if a system is not meeting the student achievement goals associated with the student achievement waiver.

9. The State Board of Education shall report annually to the General Assembly regarding the system waivers granted, the effect of each waiver, and any recommendations for legislative changes generated by successful waivers.

(e) **WAIVERS OF CLASS SIZE REQUIREMENTS.** In accordance with the provisions set forth in O.C.G.A. § 20-2-182, after the first FTE count of a school year, local school systems may apply to the State Board of Education for a system waiver to 160-5-1-.08 Class Size by submitting a written application for a waiver that shall include, at a minimum:

1. A description of the students who will be affected by the proposed waiver, including school names, grade level and/or courses, and estimated number of students;

2. The maximum individual class size for K-8 regular education courses, or maximum system average for grades 9-12 regular education courses;

3. Documentation of the facts precipitating the need for the waiver request.

4. The specific larger number being requested;

   (i) The State Board of Education may approve the request only in the limited circumstances where educationally justified and where an act of God or other unforeseen event led to the precipitous rise in enrollment within that system, or led to another occurrence which resulted in the local board's inability to comply with the maximum class size requirement.

   Appendix A:

   CONTENTS CHECKLIST FOR STUDENT WAIVER

REQUESTS

STUDENT: _____

SCHOOL: _____ SYSTEM: _____

Please check the following items that are included in the packet of information.

_____ Student Identification, including name, address, date of birth, parents' names

_____ Superintendent's Recommendation

_____ Petitioner's request

_____ rule/requirement being waived

_____ justification/rationale

_____ offered in lieu of requirement

_____ how waiver will serve purpose of requirement

_____ permission for staff to review and discuss records

_____ School Records

_____ official student transcript

_____ current schedule/status

_____ program of study

_____ attendance records

_____ Individual Score Reports on all GHSGT

_____ Student Support Records

_____ Accommodations in general curriculum (if any)

_____ Individual Accommodation Plan (SST or 504)

_____ Special Education Records (if applicable)

_____ evaluation reports (including language/speech, assistive technology, etc., as appropriate)

_____ eligibility reports

_____ individual education plans (last 3 years including current and transition plan)

_____ classroom modifications

_____ test modifications

_____ Remediation activities

_____ offered by school

_____ participation by student

Appendix B

INSTRUCTIONAL PROGRAM WAIVER REQUEST

CHECKLIST

SCHOOL SYSTEM: _____

SCHOOL (IF APPROPRIATE): _____

CONTACT PERSON: _____

TELEPHONE: _____FAX: _____

E-MAIL ADDRESS: _____

Please check the following items that are included in the packet of information.

_____ Resolution of Local Board of Education

_____ rule/requirement being waived

_____ offered in lieu of requirement

_____ duration of waiver

_____ Description of Proposed Activity

_____ goals and objectives

_____ rationale for modification

_____ impact on students, teachers, and school community

_____ staff development

_____ evaluation plan

_____ questions to be answered

_____ data to be collected

_____ method(s) of data collection

_____ data describing current conditions

_____ criteria for determining success

_____ evaluation timeline

_____ _____

Contact Person's Signature Superintendent's Signature

_____ _____

Date

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.02
Authority: O.C.G.A. Secs. 20-2-240, 20-2-244, 50-13-9.1.
History. Original Rule entitled "Suspension of Rules (Waiver)": adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: New Rule, same title, adopted. F. Mar. 10, 2000; eff. Mar. 30, 2000.
Repealed: New Rule entitled "Suspension of Rules and Laws (Waiver)" adopted. F. Oct. 14, 2005; eff. Nov. 3, 2005.

Amended: F. Sept. 14, 2006; eff. Oct. 4, 2006.

Appendix (160-1-3) A. .

CONTENTS CHECKLIST FOR STUDENT WAIVER

REQUESTS

STUDENT: _____

SCHOOL: _____ SYSTEM: _____

Please check the following items that are included in the packet of information.

_____ Student Identification, including name, address, date of birth, parents' names

_____ Superintendent's Recommendation

_____ Petitioner's request

_____ rule/requirement being waived

_____ justification/rationale

_____ offered in lieu of requirement

_____ how waiver will serve purpose of requirement

_____ permission for staff to review and discuss records

_____ School Records

_____ official student transcript

_____ current schedule/status

_____ program of study

_____ attendance records

_____ Individual Score Reports on all GHSGT

_____ Student Support Records

_____ Accommodations in general curriculum (if any)

_____ Individual Accommodation Plan (SST or 504)

_____ Special Education Records (if applicable)

_____ evaluation reports (including language/speech, assistive technology, etc., as appropriate)

_____ eligibility reports

_____ individual education plans (last 3 years including current and transition plan)

_____ classroom modifications

_____ test modifications

_____ Remediation activities

_____ offered by school

_____ participation by student

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.02 app (160-1-3) A

Appendix (160-1-3) B. .

INSTRUCTIONAL PROGRAM WAIVER REQUEST

CHECKLIST

SCHOOL SYSTEM: _____

SCHOOL (IF APPROPRIATE): _____

CONTACT PERSON: _____

TELEPHONE: _____FAX: _____

E-MAIL ADDRESS: _____

Please check the following items that are included in the packet of information.

_____ Resolution of Local Board of Education

_____ rule/requirement being waived

_____ offered in lieu of requirement

_____ duration of waiver

_____ Description of Proposed Activity

_____ goals and objectives

_____ rationale for modification

_____ impact on students, teachers, and school community

_____ staff development

_____ evaluation plan

_____ questions to be answered

_____ data to be collected

_____ method(s) of data collection

_____ data describing current conditions

_____ criteria for determining success

_____ evaluation timeline

_____ _____

Contact Person's Signature Superintendent's Signature

_____ _____

Date

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.02 app (160-1-3) B

Rule 160-1-3-.03. Infectious Diseases.

(1) Definitions.

(a) Centers For Disease Control and Prevention (CDC) - a major operating component of the United States Department of Health and Human Services with responsibilities at the national level for monitoring health, detecting and investigating health problems.

(b) Family Educational Rights and Privacy Act (FERPA)-Federal legislation applicable to all educational institutions receiving Federal Funds that protects the privacy of students' personally identifiable information

(c) Infectious Disease-an illness due to an infectious agent, or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

(d) Personal Protective Equipment (PPE)-any type of face mask, glove, or clothing that acts as a barrier between infectious materials and the skin, mouth, nose, or eyes.

(e) Local Education Agency (LEA) - a local school system pursuant to local board of education control and management.

(f) Standard Precautions-a set of precautions designed to prevent the transmission of infectious diseases which include, but not limited to, hand washing procedures, use of protective gloves, and directives on covering the mouth and nose when coughing or sneezing.

(g) Tasks With Exposure Potential- tasks associated with the evaluation and treatment of students with actual or potential infections.

(2) Requirements.

(a) LEAs shall develop polices, regulations, and procedures related to the impact of infectious diseases on school system management and operations.

(b) LEAs shall annually provide employees with information, education, or training related to infectious diseases, including transmission, risk education, and standard precautions, based on CDC guidelines or recommendations.

(c) LEAs shall make personal protective equipment (PPE) readily available and appropriate to tasks with exposure potential.

(d) Where LEAs have reasonable suspicion to believe that an employee or student has an infectious disease, school authorities shall counsel that person immediately, or if the person is a minor, notify his or her parent or guardian of the need to obtain an appropriate medical evaluation.

(e) Operational decisions related to employees or students infected with communicable diseases shall be made in conjunction with the school nurse, state and/or local public health agency representatives, health care professionals, and school system administrators.

(f) Each LEA shall limit the disclosure of health-related information of its employees and students. FERPA prohibits the unauthorized disclosure of information from educational records except in certain limited circumstances, such as a health and safety emergency as described in 34 C.F.R. §§ 99.31(a) (10) and 99.36. Additionally, the disclosure of certain confidential health information may be a misdemeanor punishable under O.C.G.A. § 24-9-47.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.03
Authority: Ga. Laws 1988; p. 1799 *et seq.*, O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Communicable Diseases" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: New Rule of the same title adopted. F. October 12, 2011; eff. November 1, 2011.

Rule 160-1-3-.04. School Law Tribunals and Appeals.

(1) Purpose. The purpose of this rule is to specify the procedures for appeals from local boards of education (LBOE) to the State Board of Education on issues respecting the administration or construction of school law.

(2) Role of the Vice Chairperson.

(a) The vice chairperson for appeals of the state board or a hearing officer contracted with or employed by the state board shall con- duct a review of appeals to the state board and shall acquaint state board members with the matters to be considered.

(b) The vice chairperson for appeals or the hearing officer shall draft the ruling of the state board.

(3) Procedures Before the Local Board of Education.

(a) LBOEs shall hold hearings when required by law. The LBOE shall adopt, except as otherwise provided for by law, the following hearing procedures:

1. The LBOE shall notify the parties of the time and place of the hearing.

2. The LBOE shall sign and issue subpoenas.

3. All witnesses shall testify under oath and shall be subject to cross-examination.

4. The LBOE shall require the testimony and other evidence to be transcribed by a court reporter or recorded by other appropriate means.

5. The strict rules of evidence prevailing in courts of law shall not be applicable to hearings before LBOEs.

6. At the conclusion of the hearing, or within 15 days thereafter, the LBOE shall notify the parties of its decision in writing and shall notify the parties of their right to appeal the decision to the State Board of Education.

(4) Appeals to the State Board of Education.

(a) After a hearing by the LBOE when held in accordance with state law and/or state board policies, regulations or rules, any party aggrieved by a decision of the LBOE rendered on an issue respecting the administration or construction of school law may appeal to the state board by filing the appeal in writing with the local school superintendent. The appeal shall set forth:

1. The question in dispute;

2. The decision of the local board; and

3. A concise statement of the reasons why the decision is being appealed.

(b) The party making the appeal shall file with the appeal the complete record, including a transcript of testimony certified as true and correct by the local school superintendent or a request that the superintendent transcribe and prepare such transcript. The party making the appeal shall assume the costs of such preparation.

(c) When any party is unable to pay the cost of a transcript of the hearing because of indigence, the party shall be relieved from paying the cost if said party provides to the local school superintendent an affidavit to that effect. The party's rights shall be the same as those had the party paid the cost of the transcript. Upon receipt of an affidavit, the local school superintendent may inquire into the ability of the applicant to pay the cost of the transcript. After a hearing, the local school superintendent may order the party to pay the cost of the transcript by a certain date. Such decision of the local school superintendent may be appealed by the party to the State Board of Education in the same manner as other issues. If a party appeals the order of the local board to pay the cost, the local school superintendent shall submit to the State Board of Education a transcript of the hearing on indigence that is certified by the local school superintendent. If no appeal of the issue of indigence is filed and the cost is not paid as ordered by the LBOE, or if an appeal is filed and the State Board of Education affirms the local board decision, the appeal shall not be docketed.

(d) The appeal to the State Board of Education shall be filed with the local school superintendent within 30 days of the decision in question.

(e) **Transmission to the State School Superintendent.** The local superintendent shall within 10 days after the filing of the appeal, transmit to the state school superintendent a copy of the appeal, together with the transcript of evidence and

proceedings, the decision of the local board and other matters in the file relating to the appeal. All materials should be certified as true and correct. The appeal may be amended and a transcript filed any time prior to transmission to the state board.

(f) **Notice.** After a determination by the state school superintendent or designee that the appeal is in proper form for hearing, the appeal shall be docketed and placed on the calendar for review before the hearing officer of the state board at the earliest practical time.

(g) The party requesting the appeal shall file a brief with the state board discussing the party's position within 20 days of the date of docketing. The opposing party shall have 40 days from the date of docketing to file a brief.

(h) Oral arguments shall not be heard unless requested by a party or requested by the hearing officer. Oral arguments must be requested by a party within 10 days of the date the appeal is docketed.

(i) **Procedure at Oral Argument.** If oral argument is ordered or granted, the appellant may be represented by counsel. The argument shall be confined to the issues in the record and the evidence transmitted from previous proceedings. No new evidence shall be received. The state board shall not consider any question not specifically raised in the written appeal or the statement of contentions.

(j) **Decision of State Board.** The state board shall render its decision in a written order within 25 days after it hears the case and shall notify the parties in writing of its decision and of their right to appeal the decision to the Superior Court of the county wherein the LBOE is located.

(k) **Dismissal of Appeal.** Failure to comply with any of the provisions herein may be grounds for dismissal.

(l) **No Supersedeas.** No appeal shall act as a stay of a local board's order unless so ordered by the local board or by the vice chairperson for appeals of the state board.

(5) **Severability.** The provisions of this rule are hereby declared to be severable, and the invalidation of any part hereof shall not affect or invalidate any other part.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.04
Authority: O.C.G.A. Secs. 20-2-240, 20-2-940, 20-2-1160.
History. Original Rule entitled "School Law Tribunals and Appeals" was f. as ER. 160-1-3-0.2-.04, on Dec. 19, 1990; eff. Jan. 1, 1991; to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule, same title, adopted. F. Mar. 25, 1991; eff. Apr. 14, 1991.
Amended: F. Aug. 20, 1993; eff. Sept. 9, 1993.
Amended: F. May 26, 1998; eff. June 15, 1998.

Rule 160-1-3-.05. Assessment of Costs.

(1) **DEFINITIONS.**

(a) **Documents -** anypapers, letters, maps, books, tapes, photographs, computer based or generated information, data, data fields, or similar material prepared and maintained or received by the Georgia Department of Education or the State Board of Education.

(2) **REQUIREMENTS.**

(a) A party requesting that the Georgia Department of Education (GaDOE) transmit the records of an administrative proceeding to a federal district court or state court shall be charged a copying fee of $.25 per page and shall be charged for the actual mailing costs to transmit the record to the appropriate court. The requesting party shall remit the total fee to GaDOE within 30 days after receipt of an invoice. The requesting party may be asked to provide the filing fee for the appropriate court to be transmitted along with the record.

(b) A party requesting copies of documents pursuant to the Open Records Act (O.C.G.A. § 50-18-70) shall be charged a copying fee of $.10 per page for letter or legal size documents or, in the case of non-letter or legal size documents, the actual cost of producing the copy. In the case of electronic records, GaDOE may charge the actual cost of the media on which the documents are produced. The party making the request shall remit the total fee to GaDOE within 30 days after receipt of an invoice.

(c) GaDOE may charge for the search, retrieval, redaction, and production costs for the production of documents pursuant to the Open Records Act. The charge for search, retrieval, or redaction of records shall not exceed the prorated hourly salary of the lowest paid full-time employee who, at the discretion of GaDOE, has the necessary skill and training to perform the request.

(d) In any instance in which the estimated costs for the production of documents exceeds $500.00, GaDOE shall insist on prepayment of the costs prior to beginning the search, retrieval, review, redaction, production, or copying of the documents.

(e) In lieu of providing separate printouts or copies of records or data, GaDOE may provide access to documents through its website. If a person or entity specifically requests data fields in the format in which they are kept, GaDOE shall provide the data in the format requested provided the person or entity agrees to be responsible for any administrative costs associated with the request.

(f) Whenever any person or entity has requested documents and does not pay the administrative cost lawfully estimated and agreed upon, GaDOE shall be

authorized to collect such charges in any manner authorized by law. Further, whenever any person or entity has requested to inspect or copy documents and has not paid the administrative cost lawfully incurred, GaDOE shall require prepayment for compliance with all future requests for documents until the costs for the prior production of documents have been paid or the dispute regarding payment is resolved.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.05
Authority: O.C.G.A. Secs. 20-2-240, 20-2-1160, 50-18-70.
History. Original Rule entitled "Assessment of Costs" adopted. F. Feb. 22, 1991; eff. Mar. 14, 1991.
Amended: F. May 26, 1998; eff. June 15, 1998.
Amended: F. Aug. 23, 2012; eff. Sept. 12, 2012.

Rule 160-1-3-.06. Petition for Acting on an Agency Rule or State Law.

(1) **Purpose.** Any interested person may petition the State Board of Education to promulgate, amend, or repeal a rule. Any interested person may also petition the Georgia Department of Education for a declaratory ruling of the applicability of any provisions of state law or a rule adopted by the State Board of Education. This rule describes the procedures that shall be followed.

(2) Requirements.

(a) A Petition Requesting the Promulgation, Amendment or Repeal of a Rule.

1. The petitioner shall submit to the state school superintendent the written request, stating the specific action the petitioner wishes the state board to take, i.e., the promulgation, amendment or repeal of a rule. The state school superintendent or designee shall docket the request and forward it to the appropriate office for a recommendation to the state school superintendent and the State Board of Education.

2. The State Board of Education shall consider the petitioner's request at the next scheduled meeting.

3. The state school superintendent shall notify the petitioner of the action(s) taken by the state board within 30 days after the meeting where the request was considered.

(b) A Petition Requesting a Declaratory Statement of Applicability of a Statutory Provision or State Board-Adopted Rule.

1. The petitioner shall submit to the state school superintendent a written request for an interpretation of the applicability of a statutory provision

and/or a state board-adopted rule. The state school superintendent or designee shall, within 30 days of receiving the request, respond in writing to the petitioner.

2. In accordance with state law, the department may seek an opinion from the Attorney General. If this action is deemed necessary by the state superintendent or deputy superintendent, the petitioner shall be notified in writing that the department has requested an opinion from the Attorney General. Within 30 days of receiving the opinion of the Attorney General, the state school superintendent shall notify the petitioner of the applicability of a statutory provision and/or a state-board adopted rule.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.06
Authority: O.C.G.A. Secs. 50-13-9, 50-13-11.
History. Original Rule entitled "Petition for Acting on an Agency Rule or State Law" adopted. F. Mar. 19, 1992; eff. Apr. 8, 1992.
Amended: F. May 26, 1998; eff. June 15, 1998.

Rule 160-1-3-.07. Consolidated Hearings Under Individuals with Disabilities Education Act (IDEA) and Section 504.

(1) Requirements.

(a) A local board of education (LBOE) may request that a hearing officer, appointed by the department in an IDEA due process hearing under Rule 160-4-7-.05 Procedural Safeguards/Parent Rights, serve as the hearing officer in a hearing requested under Section 504 of the Rehabilitation Act of 1973 and consider matters under IDEA and Section 504 at the same hearing.

(b) If the hearing officer conducts a consolidated hearing under both IDEA and Section 504 of the Rehabilitation Act of 1973 as provided in paragraph (a), the costs attributable to the Section 504 hearing shall be borne by the LBOE. The hearing officer shall apportion the costs on a pro rata basis.

(c) A party seeking review of a decision in a hearing under Section 504 of the Rehabilitation Act of 1973 shall file a notice of appeal to the Georgia Board of Education with the local school superintendent. Rule 160-1-3-.04 School Law Tribunals and Appeals shall otherwise apply with respect to the appeal.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.07
Authority: O.C.G.A. Sec. 20-2-1160.
History. Original Rule entitled "Consolidated Hearings Under Individuals with Disabilities Education Act (IDEA) and Section 504" adopted. F. May 20, 1993; eff. June 9, 1993.

Amended: F. Feb. 28, 2002; eff. Mar. 20, 2002.

Rule 160-1-3-.08. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.08
Authority: O.C.G.A. Secs. 20-2-240; 20-2-300.
History. Original Rule entitled "Grants" adopted F. Apr. 22, 1994; eff. May 12, 1994.
Repealed: F. Dec. 13, 1994; eff. Jan. 2, 1995.

Rule 160-1-3-.09. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-1-3-.09
Authority: O.C.G.A. § 20-2.
History. Original Rule entitled "Waivers of High School Graduation Assessments" adopted. F. Nov. 16, 1998; eff. Dec. 6, 1998.
Repealed: New Rule entitled "Waivers and Variances of High School Graduation Assessments" adopted. F. Dec. 8, 2005; eff. Dec. 28, 2005.
Repealed: New Rule of same title adopted. F. July 9, 2010; eff. July 29, 2010.
Repealed: F. Sep. 25, 2015; eff. Oct. 15, 2015.

Subject 160-1-4. GRANT PROGRAMS.

Rule 160-1-4-.01. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.01
Authority: O.C.G.A. Sec. 20-2-300.
History. Original grant description entitled "Next Generation School Project" submitted June 23, 1993.
Submitted: May 1, 1998.
Terminated: November 9, 2006.

Rule 160-1-4-.02. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.02
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240, 20-2-281.
History. Original grant description entitled "Student and Teacher Assessment" submitted June 14, 1993.
Submitted: Grant description entitled "Student Assessment" received July 22, 1994.
Submitted: Feb. 27, 1996.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.03. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.03
Authority: O.C.G.A. Sec. 20-2-210.
History. Original grant description entitled "Georgia Teacher and Leadership Evaluation Program and Critical

Thinking Skills Program" submitted June 14, 1993.
Submitted: Grant description entitled "Georgia Teacher and Leadership Evaluation Program and Effective Teaching Skills Program" received Feb. 27, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.04. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.04
Authority: O.C.G.A. Sec. 20-2-210.
History. Original grant description entitled "Data Analysis and Reporting for the Georgia Teacher Evaluation Program" submitted June 14, 1993.
Submitted: Feb. 27, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.05. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.05
Authority: O.C.G.A. Sec. 20-2-281.
History. Original grant description entitled "Test Production and Distribution (Student Assessment)" submitted June 14, 1993.
Submitted: Feb. 27, 1996.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.06. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.06
Authority: O.C.G.A. Sec,. 20-2-200; 20-2-240.
History. Original grant description entitled "Teacher Certification Testing" submitted June 14, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.07. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.07
Authority: O.C.G.A. Sec. 20-2-281.
History. Original grant description entitled "Test Administration Scoring and Reporting Services (Student Assessment)" submitted June 14, 1993.
Submitted: Feb. 27, 1996.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.08. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.08
Authority: O.C.G.A. Sec. 20-2-281.

History. Original grant description entitled "State Collaborative on Assessment and Student Standards-Science" submitted June 14, 1993.
Terminated: Grant description terminated February 9, 1996.

Rule 160-1-4-.09. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.09
Authority: O.C.G.A. Sec. 20-2-281.
History. Original grant description entitled "State Collaborative on Assessment and Student Standards-Art" submitted June 14, 1993.
Terminated: Grant description terminated February 9, 1996.

Rule 160-1-4-.10. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.10
Authority: O.C.G.A. Sec. 20-2-210.
History. Original grant description entitled "Annual Evaluation Coordination Grant" submitted June 14, 1993.
Submitted: Feb. 27, 1996.
Submitted: Apr. 8, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.11. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.11
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240, 20-2-281.
History. Original grant description entitled "High School Graduation Test" submitted June 14, 1993.
Submitted: Feb. 27, 1996.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.12. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.12
Authority: O.C.G.A. Sec. 20-2-250.
History. Original grant description entitled "Adoption Grants" submitted June 29, 1993.
Submitted: May 1, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.13. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.13
Authority: O.C.G.A. Secs. 20-2-11, 20-2-240.
History. Original description entitled "State Board Hearing Officer for Appeals" submitted June 29, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.14. Career, Technical and Agriculture Education Grants.

(1) **Purpose of Program.** This grant provides funds for educational programs that prepare high school students to become academically and occupationally skilled graduates who will continue their education and enter the technologically advanced work force. Funds are provided for programs focusing on the expansion of the use of technology in career and technical education, professional development, curriculum development, integrating academics and career/technical studies, developing partnerships with area technical colleges, postsecondary schools, business and industry, and parents, nontraditional training and employment, equipment for new/modified programs, career, technical and agricultural education (CTAE) assessments, and industry certification programs. Funds are also awarded to support the following program areas: Perkins IV-Program Improvement Grant, Perkins IV-Professional Development Grant, Perkins IV-Education and Career Partnership Grant, CTAE Supervision Grant, Ag Young Farmer Grant, Ag Food Processing Grant, CTAE Extended-Year Grant, Career-Related Grant, CTE High Schools that Work Grant, Ag Extended-Year Grant, CTAE Apprenticeship Grant, Industry Certification Grant, Ag Extended-Day Grant, CTAE Extended Day Grant, CTAE FCCLA Grant, Middle School Support Grant, and Capital Equipment Grant.

(2) **Terms and Conditions.** Grants are awarded annually to eligible recipients who submit to the Georgia Department of Education a request for funding through the Local Plan for Improving Career and Technical Education. Grant funds are from the Carl D. Perkins Career and Technical Education Act of 2006, (Perkins IV) Public Law 105.332 and state-appropriated funds.

(3) **Eligible Recipients.** Local units of administration; public colleges and universities; nationally recognized centers participating in state consortia; nationally recognized specialized industry organization; state agencies, e.g., the Department of Technical and Adult Education, Department of Children and Youth Services, and Department of Corrections, are eligible to apply and receive funds as identified by federal law and as outlined in the Local Plan for Improving Career and Technical Education.

(4) **Criteria for Award.** Grants are awarded to eligible recipients upon satisfactory completion of the application and submission of statements of assurances of willingness to adhere to rules adopted by the Georgia Board of Education. Criteria for awarding grant funds are listed annually in the Local Plan for Improving Career and Technical Education. Applications are evaluated by a department review committee and an external review committee. Federal Basic Grant Funds are distributed by formula to eligible recipients whose applications are approved by review committees.

(5) **Directions and Deadlines for Applying.** By April of each year, the department publishes the Local Plan for Improving Career and Technical Education and conducts statewide meetings to inform eligible recipients about available grants and completion of applications. Applications are due on the date specified in the guidelines, and grants are awarded for each fiscal year. Requests for information and applications should be made

to the Division of Career Technical and Agricultural Education, Georgia Department of Education, 1752 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.14
Authority: O.C.G.A. Secs. 20-2-151, 20-2-160, 20-2-161, 20-2-161.1, 20-2-161.2.
History. Original grant description entitled "High School Program" submitted July 13, 1993.
Submitted: July 30, 1993.
Submitted: Sept. 17, 1993.
Submitted: June 24, 1994.
Submitted: Sept. 9, 1994.
Submitted: Jan. 2, 2002.
Submitted: Nov. 2, 2006.
Submitted: Grant description entitled "Career, Technical and Agriculture Education Grants" received July 14, 2008.

Rule 160-1-4-.15. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.15
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "International Exchange Grant" submitted June 29, 1993.
Submitted: Apr. 8, 1998.
Terminated: July 8, 2008.

Rule 160-1-4-.16. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.16
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240.
History. Original grant description entitled "Elementary School Foreign Language Model Program" submitted August 31, 1993.
Submitted: July 22, 1994.
Submitted: July 18, 1995.
Submitted: Apr. 8, 1998.
Submitted: Nov. 2, 2006.
Terminated: July 8, 2008.

Rule 160-1-4-.17. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.17
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Christa McAuliffe Fellowship Program" submitted September 2, 1993.
Submitted: June 18, 1997.
Submitted: Apr. 8, 1998.
Submitted: Jan. 15, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.18. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.18
Authority: O.C.G.A. Secs. 20-2-187, 20-2-240.
History. Original grant description entitled "School Nutrition Education for Parents Contract" submitted September 13, 1993.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.19. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.19
Authority: O.C.G.A. Sec. 20-2-250.
History. Original description entitled "Title II (Eisenhower Program) Algebra Project" submitted September 13, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.20. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.20
Authority: O.C.G.A. Sec. 20-2-187, 20-2-240.
History. Original description entitled "Wellness Conferences Evaluation Contract" submitted September 28, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.21. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.21
Authority: O.C.G.A. Sec. 20-5-2.
History. Original grant description entitled "Library Services and Construction Act Title I Public Library Services Grants. Competitive Grants" submitted July 23, 1993.
Terminated: February 26, 1998.

Rule 160-1-4-.22. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.22
Authority: O.C.G.A. Sec. 20-5-2.
History. Original grant description entitled "Library Services and Construction Act Title I Public Library Services Grants. Development Grants" submitted July 23, 1993.
Terminated: February 26, 1998.

Rule 160-1-4-.23. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.23
Authority: O.C.G.A. Sec. 20-5-2.
History. Original grant description entitled "Library Services and Construction Act Title I Public Library Services Grants. Institutions Grants" submitted July 23, 1993.

Terminated: February 26, 1998.

Rule 160-1-4-.24. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.24
Authority: O.C.G.A. Sec. 20-2-142.
History. Original description entitled "Training for Local Boards of Education Concerning Implementation of Comprehensive Health Education" submitted October 8, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.25. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.25
Authority: O.C.G.A. Sec. 20-2-142.
History. Original description entitled "Growing Healthy Curriculum" submitted October 8, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.26. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.26
Authority: O.C.G.A. Sec. 20-5-3.
History. Original grant description entitled "Library Services and Construction Act Title III Interlibrary Cooperation and Resource Sharing Grants" submitted July 23, 1993.
Terminated: February 26, 1998.

Rule 160-1-4-.27. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.27
Authority: O.C.G.A. Sec. 20-2-306.
History. Original grant description entitled "Governor's Honors Program" submitted August 11, 1993.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.28. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.28
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Georgia Scholar Program (Governor's Scholarship)" submitted August 11, 1993.
Submitted: Apr. 8, 1998.
Terminated: February 15, 2002.

Rule 160-1-4-.29. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.29
Authority: O.C.G.A. Sec. 20-2-306.
History. Original grant description entitled "Equipment for the Vocational Education Component of the Governor's Honors Program" submitted August 11, 1993.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.30. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.30
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Robert C. Byrd Scholarship" submitted August 11, 1993.
Submitted: Apr. 8, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.31. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.31
Authority: O.C.G.A. Sec. 20-2-142.
History. Original grant description entitled "Teacher Training Center for Drug Education and Child Abuse Education" submitted August 11, 1993.
Terminated: September 13, 1996.

Rule 160-1-4-.32. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.32
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Vocational Management Information System" submitted July 13, 1993.
Submitted: Dec. 5, 1995.
Terminated: January 2, 2002.

Rule 160-1-4-.33. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.33
Authority: O.C.G.A. Sec. 20-2-142.
History. Original grant description entitled "Training of Trainers in "Totally Awesome" Comprehensive School Health Education Workshop" submitted October 8, 1993.
Terminated: July 22, 1994.

Rule 160-1-4-.34. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.34
Authority: O.C.G.A. Sec. 20-2-142.
History. Original grant description entitled "Registration for Comprehensive School Health Meeting" submitted October 8, 1993.

Terminated: July 22, 1994.

Rule 160-1-4-.35. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.35
Authority: O.C.G.A. Sec. 20-2-142.
History. Original grant description entitled "Registration, Lodging and Per Diem for Regional Educational Service Agency (RESA) HIV/AIDS Consultants to Attend a Three Day Training Session" submitted October 8, 1993.
Terminated: July 22, 1994.

Rule 160-1-4-.36. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.36
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Collaboration With the Department of Human Resources (DHR) to Provide Teacher Training in HIV/AIDS and Sexually Transmitted Disease (STD) Prevention Education" submitted October 8, 1993.
Submitted: Nov. 1, 1993.
Terminated: July 22, 1994.
Submitted: Grant description entitled "Teacher Training in HIV/STD Prevention Education" received Aug. 23, 1994.
Terminated: December 12, 2001.

Rule 160-1-4-.37. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.37
Authority: O.C.G.A. Sec. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Technical Assistance to Expand Use of the Georgia College Educators' Network (GA EduNET) to the Regional Educational Service Agencies (RESAs)" submitted November 1, 1993.
Terminated: July 22, 1994.

Rule 160-1-4-.38. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.38
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "State Agency Audit/Child and Adult Care Food Program" submitted July 13, 1993.
Submitted: Grant description, same title, received Jul. 22, 1994.
Terminated: October 1, 1996.

Rule 160-1-4-.39. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.39
Authority: O.C.G.A. Sec. 20-5-3.
History. Original grant description entitled "Library Services and Construction Act Title II Public Library

Construction and Technology Enhancement Grants" submitted July 23, 1993.
Terminated: February 26, 1998.

Rule 160-1-4-.40. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.40
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Annual Serve America Grant" submitted August 16, 1993.
Submitted: June 17, 1994.
Submitted: Grant description entitled "Annual Learn and Serve America Grant" received Sept. 9, 1994.
Submitted: May 1, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.41. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.41

Rule 160-1-4-.42. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.42
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "School Breakfast Program Start-Up Grant" submitted July 20, 1993.
Submitted: Mar. 20, 1995.
Terminated: April 8, 1998.

Rule 160-1-4-.43. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.43
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "Local School Nutrition Marketing Grants" submitted July 20, 1993.
Submitted: Dec. 5, 1995.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.44. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.44
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "Food Service Management and Nutrition Training" submitted July 20, 1993.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.45. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.45
Authority: O.C.G.A. Sec. 20-2-250.
History. Original grant description entitled "Innovation Developmental Programs" submitted August 4, 1993.
Submitted: May 1, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.46. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.46
Authority: O.C.G.A. Sec. 20-2-250.
History. Original grant description entitled "Title II Demonstration and Exemplary Projects (Eisenhower Program)" submitted August 4, 1993.
Terminated: May 1, 1998.

Rule 160-1-4-.47. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.47
Authority: O.C.G.A. Sec. 20-2-250.
History. Original grant description entitled "Title II - Foreign Language Assistance Act" submitted August 4, 1993.
Submitted: Grant description entitled "Foreign Language Assistance Program/ Eisenhower Grant" received Oct. 19, 1994.
Terminated: April 8, 1998.

Rule 160-1-4-.48. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.48
Authority: O.C.G.A. Sec. 20-2-131.
History. Original grant description entitled "Mentor Teachers Stipends" submitted August 3, 1993.
Submitted: May 1, 1998.
Submitted: Jan. 15, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.49. IDEA Part B Funds - Severe Emotional and Behavioral Disorders and Autism.

(1) **Purpose of Program.** Under provisions of the Individuals with Disabilities Education Act, the State of Georgia receives grant funds from the Office of Special Education Programs, U.S. Department of Education. The purpose of the Act is to provide grants to states to assist them in providing a free appropriate public education to all students with disabilities. A portion of these funds is used to support the programs of the Georgia Network of Educational and Therapeutic Services (GNETS) which provides educational services to the most severely involved of the population of students with emotional and behavioral disorders (SEBD). The goal of the GNETS is to provide, through cooperative efforts, comprehensive educational services to any student with SEBD or autism,

anywhere in Georgia. Each school system in Georgia is served by one of the 24 regional programs of the GNETS. Either a local school board or a regional educational services agency (RESA) serves as fiscal agent for each of the programs. The IDEA Part B Funds - SEBD and Autism are expended to provide for the excess cost of special education and support services for students served by the programs of the GNETS.

(2) **Terms and Conditions.** Grant funds are allocated to the local school districts or RESAs serving as fiscal agents for each of the GNETS programs during each fiscal year beginning on July 1. Grantees agree to adhere to rules adopted by the State Board of Education and applicable federal regulations in 34 CFR Part 300.

(3) **Eligible Recipients.** Eligible recipients are the local school boards or RESAs serving as fiscal agents. Fiscal agents are determined by the local school districts in each of 24 regions of the GNETS.

(4) **Criteria for Award.** Grant funds flow to the fiscal agents following the submission and acceptance of project proposals developed by each fiscal agent in coordination with the program director, outlining program objectives, services, staffing patterns and budgets for the coming fiscal year.

(5) **Directions and Deadlines for Applying.** The proposal format is sent to the 24 fiscal agents, as identified by the local areas, in March. Each proposal is due by mid-May to be considered by the Georgia Board of Education at its June meeting. Monies are awarded for approved proposals in July. Requests for information, directions or assistance for completing the proposal should be made to the Division for Exceptional Students, Georgia Department of Education, 1870 Twin towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.49
Authority: O.C.G.A. Secs. 20-2-270, 20-2-274.
History. Original grant description entitled "IDEA Part B Funds - Severely Emotionally Disturbed" submitted August 11, 1993.
Submitted: Grant description entitled "IDEA Part B Funds - Severe Emotional and Behavioral Disorders and Autism" received Dec. 5, 1995.
Submitted: May 11, 1998.
Submitted: Nov. 2, 2006.
Submitted: July 7, 2008.

Rule 160-1-4-.50. IDEA Funds - Statewide Special Education Projects.

(1) **Purpose of Program**. Under provisions of the Individuals with Disabilities Education Act, Title VI-B and Section 619, the State of Georgia receives grant funds from the Office of Special Education Programs, the U.S. Department of Education. The purpose of the Act is to provide grants to states to assist them in providing a free appropriate public education to all students with disabilities, ages 3-21. A percentage of these funds is discretionary, and a portion is used to provide statewide technical assistance, staff

development, training and similar activities to assist local school systems in their provision of special education to students with disabilities. These activities are specified in the State Program Plan for Special Education, which is approved by the State Board of Education and the U.S. Department of Education. The activities include the Georgia Project for Assistive Technology, Positive Behavior Support of Georgia, and Georgia Instructional Materials Center.

(2) **Terms and Conditions**. Grant funds are allocated to the local school systems and regional educational services agencies (RESAs) serving as fiscal agents for these projects. The grantees agree to adhere to rules adopted by the State Board of Education and applicable federal regulations in 34 CFR Part 300.

(3) **Eligible Recipients**. Eligible recipients are the RESAs or local school boards serving as fiscal agents for these projects.

(4) **Criteria for Award**. Grant funds flow to the fiscal agents following the submission of project proposals, which must be reviewed and approved by department staff. As per Georgia Department of Education procedures for federal funds, the fiscal agents then request these funds quarterly on a reimbursement basis.

(5) **Directions and Deadlines for Applying**. The project proposals are due to the department in the spring of each year. Requests for information, directions or assistance for completing the proposal should be made to the Division for Exceptional Students Unit, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia 30334-5040.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.50
Authority: O.C.G.A. Secs. 20-2-270, 20-2-274.
History. Original grant description entitled "IDEA Funds, Statewide Special Education Projects" submitted August 11, 1993.
Submitted: Dec. 5, 1995.
Submitted: May 11, 1998.
Submitted: Jan. 2, 2002.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.51. IDEA Funds - Georgia Learning Resources System.

(1) **Purpose of Program.** Under provisions of the Individuals with Disabilities Education Act, Title VI-B, the State of Georgia receives grant funds from the Office of Special Education Programs, U.S. Department of Education. The purpose of the Act is to provide grants to states to assist them in providing a free appropriate public education to all students with disabilities. A portion of these funds is used to support the programs of the Georgia Learning Resources System (GLRS). The goal of the GLRS is to provide necessary support services to parents and personnel who work with students with disabilities. Each school system in Georgia is served by one of the 17 regional programs

of the GLRS. Either a local school board or a Regional Educational Services Agency (RESA) serves as fiscal agent for each of the programs.

(2) **Terms and Conditions.** Grant funds are allocated to the local school districts or RESAs servicing as fiscal agents for each of the GLRS during each fiscal year beginning on July 1. Grantees agree to adhere to rules adopted by the State Board of Education and applicable federal regulations in 34 CFR Part 300.

(3) **Eligible Recipients.** Eligible recipients are the local boards of education or RESAs serving as fiscal agents. Fiscal agents are determined by the school systems in each of the 17 regions of the GLRS.

(4) **Criteria for Award.** Grant funds flow to the fiscal agents following the submission and approval of project proposals developed by each fiscal agent in coordination with the program director, outlining programs, goals, objectives, activities, personnel and budgets for the coming fiscal year.

(5) **Directions and Deadlines for Applying.** The proposal format is sent to the 17 fiscal agents as identified by the local areas, each April. Proposals are due to the Department by early May for consideration by the State Board of Education at its June meeting. Monies are awarded for approved proposals beginning July 1. Requests for information, directions, or assistance for completing the proposal should be made to the Division for Exceptional Students, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.51
Authority: O.C.G.A. Secs. 20-2-270, 20-2-274.
History. Original grant description entitled "IDEA Funds - Georgia Learning Resources System" submitted August 11, 1993.
Submitted: Dec. 5, 1995.
Submitted: May 11, 1998.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.52. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.52
Authority: O.C.G.A. Secs. 20-2-270, 20-2-274.
History. Original grant description entitled "IDEA Funds - Part D Personnel Preparation Funds" submitted August 11, 1993.
Submitted: Dec. 5, 1995.
Submitted: May 11, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.53. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.53
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Computer Hardware/ Software" submitted August 3, 1993.
Submitted: Mar. 24, 1994.
Submitted: Aug. 1, 1994.
Submitted: Mar. 17, 1995.
Submitted: May 1, 1998.
Submitted: Jan. 14, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.54. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.54
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Education Technology Centers" submitted August 3, 1993.
Submitted: Mar. 17, 1995.
Submitted: May 1, 1998.
Submitted: June 12, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.55. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.55
Authority: O.C.G.A. Secs. 20-2-240, 50-27-1, 50-27-2.
History. Original description entitled "Prekindergarten Program Grants and Contracts" submitted August 16, 1993.
Submitted: Grant description, same title, received Jun. 23, 1994.
Submitted: Grant description of same title received Jan. 23, 1995.
Terminated: September 13, 1996.

Rule 160-1-4-.56. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.56
Authority: O.C.G.A. Secs. 20-2-270, 20-2-274.
History. Original grant description entitled "IDEA Funds - Innovative Special Education Projects" submitted August 20, 1993.
Submitted: Dec. 5, 1995.
Submitted: May 11, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.57. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.57
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Chapter 1 Program Improvement Funds" submitted September 28, 1993.
Terminated: May 1, 1998.

Rule 160-1-4-.58. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.58
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Chapter 1 Capital Expense Funds" submitted September 28, 1993.
Submitted: Grant description entitled "Title I Capital Expense Funds" received May 1, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.59. Program for the Education of Homeless Children and Youth/Education of Homeless Children and Youth Subgrants.

(1) **Purpose of Program**. The Program for the Education of Homeless Children and Youth was established to administer the state activities for the education of homeless children and youth. Mandated state activity includes making grants to local school systems to facilitate the enrollment, attendance, and success of children and youth and increase the level of coordination between schools and agencies serving homeless children and youth.

(2) **Terms and Conditions**. Discretionary and continuation grants are awarded annually, based upon need and quality of application dependent upon appropriation of federal funds. Recipients agree to adhere to Section 723 of P.L. 100-77, as amended by P.L. 103-382 and 34 CFR 76.

(3) **Eligible Recipients**. Local school systems are eligible to apply.

(4) **Criteria for Award**. Applications are reviewed and ranked on a competitive basis in accordance with criteria set forth in Title VII-B of the McKinney-Vento Homeless Assistance Act reauthorized as Title X, Part C of the No Child Left Behind Act of 2001 by a peer review process appointed by the Georgia Department of Education.

(5) **Directions and Deadlines for Applying**. Notification of the availability of applications is sent to all local educational agency superintendents when a competition has been scheduled. Applications are available in March, and completed applications are due in May. Grants are awarded in August. Requests for applications and information should be made to the Program for Education of Homeless Children and Youth, Federal Programs, Georgia Department of Education, 1858 Twin Towers East, Atlanta, Georgia 30334-5030.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.59
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Program for the Education of Homeless Children and Youth/Education of Homeless Children and Youth Sub-grants" submitted August 3, 1993.
Submitted: May 31, 1994.
Submitted: Dec. 5, 1995.
Submitted: June 4, 1996.
Submitted: May 1, 1998.
Submitted: Jan. 22, 2002.

Submitted: June 26, 2008.

Rule 160-1-4-.60. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.60
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Reallocation of Excess Chapter 1 Funds" submitted February 23, 1994.
Submitted: May 1, 1998.
Terminated: November 9, 2006.

Rule 160-1-4-.61. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.61
Authority: O.C.G.A. Sec. 20-2-300.
History. Original grant description entitled "The Family Connection" submitted August 11, 1993.
Submitted: July 22, 1994.
Submitted: Dec. 5, 1995.
Terminated: July 8, 1996.

Rule 160-1-4-.62. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.62
Authority: O.C.G.A. Sec. 20-2-142.
History. Original description entitled "Training for Georgia Congress of Parents and Teachers Area Council and Local Officers" submitted October 8, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.63. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.63
Authority: O.C.G.A. Secs. 20-2-131, 20-2-300.
History. Original grant description entitled "Agriculture in the Classroom Instructional Program" submitted August 11, 1993.
Submitted: May 1, 1998.
Submitted: Nov. 2, 2006.
Terminated: July 14, 2008.

Rule 160-1-4-.64. Even Start Family Literacy Program.

(1) **Purpose of Program**. The purpose of Even Start Programs is to provide grants to improve the educational opportunities of children and adults by integrating early childhood education and adult education for parents into a unified program. The program

shall be implemented through cooperative projects that build on existing community resources to create a new range of services.

(2) **Terms and Conditions**. Grants may be awarded for a period not to exceed four years. Recipients seeking grants for the second, third, or fourth fiscal year agree to submit the necessary documentation for determining whether progress is being made toward meeting the objectives of the project. Recipients also agree to adhere to the provisions of 34 CFR Part 212.

(3) **Eligible Recipients**. Local educational agencies and community-based organizations, in cooperation with local educational agencies, are eligible to apply for grants.

(4) **Criteria for Award**. Competitive grants are awarded upon the review of applications by a panel appointed by the Georgia Department of Early Care and Learning (DECAL). Applications are ranked according to the established criteria. Applications must include information about the identification and recruitment of eligible families; screening and preparation of parents and children for participation; design of the programs and provision of support services; instructional programs that promote adult literacy, training parents to support the educational growth of their children and preparation of children for success in regular school programs; special training for staff to develop skills to work with parents and young children in the full range of instructional services; provision of and monitoring of integrated instructional services to participating parents and children through home-based programs; coordination of Title I programs, adult education, Individuals with Disabilities Education Act, the Workforce Investment Act, Head Start programs, volunteer literacy programs, and other relevant programs.

(5) **Directions and Deadlines for Applying**. Applications are sent annually each March by request to local school system, regional education services agencies (RESAs), other local educational agencies, and others upon request. Applications are due to the Georgia Department of Early Care and Learning (DECAL) by May. Applications are reviewed, and grants are awarded in the early fall. Requests for information and applications should be made to the Even Start Programs, Bright From the Start, Georgia Department of Early Care and Learning, 10 Park Place South, Suite 200, Atlanta, Georgia 30303.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.64
Authority: O.C.G.A. Sec. 20-2-240.
History. Original description entitled "Even Start Family Literacy Program" submitted August 31, 1993.
Submitted: Grant Description, same title, received Dec. 5, 1995.
Submitted: May 1, 1998.
Submitted: Jan. 22, 2002.
Submitted: Nov. 2, 2006.
Submitted: June 26, 2008.

Rule 160-1-4-.65. Programs for Migratory Children.

(1) **Purpose of Program**. Public Law 107-100, Section 1301-1309 authorizes the provision of funds through state education agencies (SEAs) to local operating agencies to meet the special educational needs of children of migratory workers engaged in agricultural and fishing activities. This law assists states to support high quality and comprehensive educational programs that help migrant children overcome the challenges of educational disruptions, limited English proficiency and other difficulties that result from repeated moves; ensure that migratory children are provided appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner; ensure that migratory children have the opportunity to meet the same challenging state content standards and student performance standards that all children are expected to meet; ensure that migratory children benefit from state and local systemic reform; design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and to prepare such children to make successful transitions to postsecondary educational opportunities or employment.

(2) **Terms and Conditions**. Subgrants are awarded for a 12-month period, July 1 - June 30 annually. Recipients agree to adhere to the following program-specific regulations: 34 CFR Parts 76, 77, 78, 80, 81, and 86 of the Educational Department General Administrative Regulations (EDGAR) and 34 CFR Part 200. Subgrantees must also submit annual reports to provide program data and funding accountability; such reports are collected by the Department to aid in determining the effectiveness of the program design and to provide fiscal accountability for management of subgrant funds. These reports will also be used to assist the preparation of reports for the U.S. Department of Education, Office of Migrant Education, and to aid in review and evaluation of the Georgia Migrant Education Program design.

(3) **Eligible Recipients**. Local education agencies (LEAs).

(4) **Criteria for Award**.

(a) The LEA submits, through its Consolidated Application, the following information for approval:

1. The process utilized to assess the educational needs of its migratory children and, based on these needs, the process utilized to prioritize services to those migratory children who are failing, or most at risk of failing, to meet the state's challenging content standards and student performance standards, **and** whose education has been interrupted during the regular school year.

2. A description of the Title I, Part C Migrant Education service implementation plan(s) to be implemented and how the project(s) will meet the instructional and support services goals established by the SEA. This description must show that services are designed to meet the unmet needs of these migratory children.

3. A description of how and the extent to which the subgrantee will coordinate services with other state and local agencies serving migrant children and youth; how the proposed activities and use of funds will facilitate the enrollment, attendance, and success in school of migrant children and youth; and the ability of the subgrantee to meet the needs of **all** eligible migrant children, including three- to five-year olds and out-of-school youth as specified in the federal statute.

(b) All applications are reviewed by the Georgia Department of Education for evidence of reflection of the goals and objectives of the Georgia Department of Education and the Migrant Education Program, fulfillment of the statutory requirements of the federal law and compliance with both federal and state guidance for the Migrant Education Program. Occasionally, the Department may confer with an applicant for clarification or to request revision of some portion or portions of its application.

(c) Migrant Education Program subgrants are determined by a formula by the Georgia Department of Education. Prior to applying the formula, funds are set aside from the federal allocation for the following purposes: state administration of the program as allowed in the federal statute and other state-wide program functions. The remainder of the allocation is made available for subgranting to LEAs based on the following formula:

1. Number of Migrant Children

   Number of migrant children, P3-22 years of age *(.5 each)*

2. Needs of Migrant Children

   Number of migrant children in grades three through eight who scored below proficiency on State assessment in Reading/Language Arts *(.2 each)*

   Number of migrant children in grades three through eight who scored below proficiency on State assessment in Mathematics *(.2 each)*

   Number of migrant children in grades nine through twelve who failed <u>one</u> or more of the following: End of Course Tests (EOCT), Georgia High School Graduation Test (GHSGT), or Georgia High School Graduation Writing Test (GHSGWT) *(.2 each)*

   Number of migrant children appropriately screened and classified as Limited English Proficient (LEP) as set forth in State Board of Education Rule 106-4-5-.02*(.2 each)*

Number of migrant children in grades kindergarten through twelve who are overage for grade level by **one** or more years, working on course work below grade placement, or credit deficient *(.2 each)*

3. Priority for Service

   Number of migrant children classified as having "Priority for Service" *(.75 each)*

   The points from these three factors are totaled for each LEA, and then these totals are summed to determine the number of points that were available. Each LEA's point total is converted into a percentage. Each LEA receives as its allocation its percentage of the funds available for these three factors and any funds it generates under factor D, which follows.

4. Availability of Other Funds

   There is a total of $150,000 available for this factor. When the LEA per pupil expenditure (PPE) is compared to the state average (average of LEAs with eligible migrant students only) PPE, it is eligible for funds under this factor if its PPE is below the state average PPE. Each LEA that falls into this category will receive a share of the $150,000 available under Factor D that is proportional to its share under Factors A-C above.

(5) **Directions and Deadlines for Applying**. LEAs utilize the State Consolidated Application to apply for Title I, Part C MEP funds. The State Consolidated Application is revised and updated annually to reflect changes in service delivery and is resubmitted formally for approval every three years. Budgeting of MEP funds for services to eligible children is completed annually by each LEA through the Consolidated Application portal. It is anticipated that funds for MEP services will be submitted to the State Board of Education for approval at its August meeting. Requests for information should be made to the Migrant Education Program, Georgia Department of Education, 1770 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.65
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Programs for Migratory Children" submitted September 8, 1993.
Submitted: Dec. 5, 1995.
Submitted: Apr. 16, 1996.
Submitted: Jan. 14, 2002.
Submitted: Nov. 2, 2006.
Submitted: July 8, 2008.

Rule 160-1-4-.66. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.66
Authority: O.C.G.A. Secs. 20-2-14, 20-2-151, 20-2-160, 20-2-161.
History. Original grant description entitled "Vocational Education Training Programs for Incarcerated Adults in Correction Institutions" submitted October 26, 1993.
Terminated: May 1, 1998.

Rule 160-1-4-.67. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.67
Authority: O.C.G.A. Secs. 20-2-14, 20-2-151.
History. Original grant description entitled "Vocational Education Training Programs for Incarcerated Students" submitted October 26, 1993.
Terminated: December 12, 2001.

Rule 160-1-4-.68. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.68
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Project EPIC" submitted March 7, 1994.
Terminated: May 1, 1998.

Rule 160-1-4-.69. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.69
Authority: O.C.G.A. Secs. 20-2-150, 20-2-152, 20-2-160, 20-2-240.
History. Original grant description entitled "Facilitator for Special Education" submitted October 22, 1993.
Submitted: Dec. 5, 1995.
Terminated: May 1, 1998.

Rule 160-1-4-.70. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.70
Authority: O.C.G.A. Sec. 20-2-142.
History. Original description entitled "Drug Abuse Resistance Education (DARE) Training for the Regional Education Service Agency (RESA) Drug-Free Schools Consultants" submitted November 18, 1993.
Terminated: July 22, 1994.

Rule 160-1-4-.71. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.71
Authority: O.C.G.A. Secs. 20-2-240, 20-2-254.
History. Original description entitled "Prekindergarten Program Evaluation" submitted November 15, 1993.
Submitted: Grant description, same title, received Dec. 5, 1995.
Submitted: Grant description, same title, received Feb. 27, 1996.

Terminated: September 13, 1996.

Rule 160-1-4-.72. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.72
Authority: O.C.G.A. Sec. 20-2-281.
History. Original grant description entitled "Norm-Referenced Test Administration Scoring and Reporting Services (Student Assessment)" submitted December 1, 1993.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.73. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.73
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Satellite Dishes" submitted December 16, 1993.
Submitted: Grant description retitled "Satellite Dishes/Distance Learning" received Mar. 24, 1994.
Submitted: Aug. 1, 1994.
Submitted: Nov. 18, 1994.
Terminated: May 1, 1998.

Rule 160-1-4-.74. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.74
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Teacher Training in HIV/AIDS Prevention Education" submitted November 19, 1993.
Terminated: April 8, 1998.

Rule 160-1-4-.75. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.75
Authority: O.C.G.A. Secs. 50-6-3, 50-6-6.
History. Original grant description entitled "Single Audits of Federal Financial Assistance" submitted December 9, 1993.
Submitted: May 11, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.76. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.76
Authority: O.C.G.A. Secs. 20-2-150, 20-2-160, 20-2-161.1.
History. Original description entitled "Postsecondary Options Teleconference" submitted December 9, 1993.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.77. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.77
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Georgia Geographic Alliance" submitted February 17, 1994.
Submitted: Apr. 8, 1998.
Submitted: Sept. 13, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.78. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.78
Authority: O.C.G.A. Secs. 20-2-240, 50-27-1.
History. Original description entitled "Prekindergarten Public Relations Video" submitted January 10, 1994.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.79. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.79
Authority: O.C.G.A. Secs. 20-2-152, 20-2-230, 20-2-240, 20-2-270.
History. Original grant description entitled "Attention Deficit Disorders Telecourse Network (ADDNET) Contract" submitted January 6, 1994.
Submitted: July 22, 1994.
Terminated: May 1, 1998.

Rule 160-1-4-.80. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.80
Authority: O.C.G.A. Sec. 20-2-300.
History. Original description entitled "The Family Connection School Health Nurse Program" submitted January 25, 1994.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.81. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.81
Authority: O.C.G.A. Secs. 20-2-1185, 50-27-2.
History. Original grant description entitled "Safe School Grant" submitted January 31, 1994.
Submitted: Mar. 6, 1995.
Terminated: January 14, 2002.

Rule 160-1-4-.82. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.82
Authority: O.C.G.A. Sec. 20-2-231.

History. Original grant description entitled "Governor's School Leadership Institute School-Based Leadership Development Activities" submitted February 7, 1994.
Submitted: Dec. 5, 1995.
Submitted: May 1, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.83. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.83
Authority: O.C.G.A. Secs. 20-2-240; 50-27-2.
History. Original description entitled "Program Implementation Profile Review in 1994 Prekindergarten Sites" submitted February 8, 1994.
Submitted: Grant description, same title, received Jul. 22, 1994.
Submitted: Grant description entitled "Program Implementation Profile Review in 1995 Prekindergarten Sites" received Dec. 5, 1995.
Terminated: June 12, 1996.

Rule 160-1-4-.84. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.84
Authority: O.C.G.A. Secs. 20-5-1, 20-5-2, 20-5-3, 50-27-2.
History. Original grant description entitled "Public Library Technology Grants" received February 3, 1994.
Submitted: June 2, 1994.
Terminated: February 26, 1998.

Rule 160-1-4-.85. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.85
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Georgia Teacher of the Year Grant" submitted February 7, 1994.
Submitted: Sept. 13, 1996.
Submitted: Apr. 8, 1998.
Terminated: October 5, 1999.
Submitted: New grant description entitled "Georgia Teacher of the Year Grant" received Feb. 15, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.86. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.86
Authority: O.C.G.A. Sec. 20-2-152.
History. Original grant description entitled "Institution Special Education Teachers" submitted March 7, 1994.
Submitted: Dec. 5, 1995.
Submitted: May 11, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.87. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.87
Authority: O.C.G.A. Sec. 20-2-231.
History. Original grant description entitled "Georgia Education Leadership Academy Leadership Development Activities" submitted February 17, 1994.
Submitted: Dec. 5, 1995.
Terminated: December 12, 2001.

Rule 160-1-4-.88. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.88
Authority: O.C.G.A. Secs. 20-2-240; 50-27-2.
History. Original description entitled "Distance Education Conference" submitted March 24, 1994.
Terminated: September 13, 1996.

Rule 160-1-4-.89. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.89
Authority: O.C.G.A. Secs. 20-2-155; 20-2-240.
History. Original description entitled "Contract for Positive School Discipline Workshops" submitted March 25, 1994.
Submitted: Grant description, same title, received May 16, 1994.
Submitted: Grant description, same title, received Jan. 2, 1996.
Terminated: September 13, 1996.

Rule 160-1-4-.90. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.90

Rule 160-1-4-.91. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.91
Authority: O.C.G.A. Secs. 20-2-167, 20-2-240, 20-2-272.
History. Original grant description entitled "Financial Management Training Contract" submitted March 3, 1994.
Terminated: December 5, 1995.
Submitted: Grant description entitled "Contract to Update The Financial Management for Georgia Local Units of Administration Handbook" received June 2, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.92. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.92
Authority: O.C.G.A. Secs. 20-2-230, 20-2-232.
History. Original Grant description entitled "Training for Teachers of Japanese" submitted May 31, 1994.
Terminated: July 22, 1994.

Rule 160-1-4-.93. Development of Curriculum Guides.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.93
Authority: O.C.G.A. Secs. 20-2-140, 20-2-141, 20-2-142.
History. Original description entitled "Development of Curriculum Guides" submitted March 24, 1994.
Terminated. Submitted April 8, 1998.

Rule 160-1-4-.94. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.94
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Intervention Specialist Contract" submitted February 28, 1994.
Terminated: April 8, 1998.

Rule 160-1-4-.95. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.95
Authority: O.C.G.A. Secs. 20-2-270, 20-2-274.
History. Original grant description entitled "Textbooks for Hospitalized Students" received December 22, 1994.
Submitted: May 11, 1998.
Submitted: Nov. 2, 2006.
Terminated: July 7, 2008.

Rule 160-1-4-.96. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.96
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Media Center Automation" submitted March 24, 1994.
Submitted: Grant description, same title, received Aug. 1, 1994.
Terminated: September 13, 1996.

Rule 160-1-4-.97. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.97
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original description entitled "Instructional Technology Guidelines" submitted March 24, 1994.
Submitted: Grant description, same title, received Aug. 1, 1994.
Terminated: September 13, 1996.

Rule 160-1-4-.98. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.98
Authority: O.C.G.A. Secs. 20-2-140, 20-2-141, 20-2-142.
History. Original grant description entitled "Development of Curriculum Guides" submitted March 24, 1994.

Terminated: April 8, 1998.

Rule 160-1-4-.99. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.99
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Model Algebra Materials" submitted May 2, 1994.
Terminated: April 8, 1998.

Rule 160-1-4-.100. Low Incidence Grant.

(1) **Purpose of Program.** The purpose of this grant is to provide funds to local school systems that do not earn sufficient state dollars to employ a teacher to provide appropriate services in a specific low incidence are of disability.

(2) **Terms and Conditions.** Grants are authorized to systems that do not earn state dollars sufficient to employ one teacher to provide appropriate services in specific low incidence areas of disability. Grants are available to supplement the difference between the amount earned under the Quality Basic Education (ABE) Act and the amount required to provide the needed direct instructional services.

(3) **Eligible Recipients.** Systems eligible for low incidence grant funds are those whose projected individual or combined QBE earnings are less than 60 percent of the funds required to employ one teacher in a low incidence disability area and shared services are not feasible.

(4) **Criteria for Award.** Applications are reviewed by the Department. Grants are reviewed for need, based on QBE earnings, utilization of existing staff and a description of the delivery of services during the previous year and the current fiscal year for which the grant is being requested.

(5) **Directions and Deadlines for Applying.** Low incidence grant applications are mailed to all local school systems usually in March of each year. The local school system must complete a grant application form and submit it to the Division for Exceptional Students, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia 30334, by June 1 preceding the fiscal year in which the grant will be awarded.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.100
Authority: O.C.G.A. Sec. 20-2-150.
History. Original grant description entitled "Low Incidence Grant" submitted March 11, 1994.
Submitted: May 11, 1998.
Submitted: Nov. 9, 2006.

Rule 160-1-4-.101. Grant For Residential and Reintegration Services.

(1) **Purpose of Program.** The purpose of this grant is to assist local school systems in funding needed private residential program placement for students with disabilities.

(2) **Terms and Conditions.** Grants are authorized for systems that have determined through the individualized education program (IEP) process that an out-of-district residential placement is necessary to provide appropriate special education and related services for a student with a disability. Applications must document that a full continuum of services has been considered before residential placement is recommended. The state funds a designated percentage of the total cost for special education and related services in a private residential program and the local school system is responsible for the remaining percentage.

(3) **Eligible Recipients.** Local school systems that have determined through the IEP process the need for private residential services for students with disabilities.

(4) **Criteria for Award.** Applications are reviewed by the Department, with priority based on:

1) students with profound disabilities needing residential services,

2) students with severe disabilities needing residential services, and

3) appropriate documentation of the need for residential services.

(5) **Directions and Deadlines for Applying.** Tuition grant applications are mailed to the Department no later than March of each year. Local school systems may request funds when a student is identified prior to March if the financial impact to the system requires immediate attention. The local school system must submit a completed tuition grant application and additional documentation, such as a psychological evaluation, medical report, eligibility report, IEP, placement minutes and due process checklist. Requests for information and application should be made to the Division for Exceptional Students, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.101
Authority: O.C.G.A. Sec. 20-2-150.
History. Original grant description entitled "Tuition Grant for Private Residential Services" submitted March 11, 1994.
Submitted: Grant description entitled "Grant for Residential and Reintegration Services" received Dec. 5, 1995.
Submitted: May 11, 1998.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.102. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.102
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original description entitled "Five-a-Day Training Slides Production" submitted May 2, 1994.

Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.103. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.103
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Academic Decathlon" submitted March 15, 1994.
Submitted: July 8, 1996.
Submitted: May 1, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.104. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.104
Authority: O.C.G.A. Secs. 20-2-200, 20-2-201, 20-2-230, 20-2-240, 20-2-304.
History. Original description entitled "In-Service Education for Teachers of Students With Emotional and/or Behavior Disabilities" submitted March 25, 1994.
Terminated: July 22, 1994.

Rule 160-1-4-.105. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.105
Authority: O.C.G.A. Secs. 20-2-240, 20-2-304.
History. Original description entitled "Contract with Northwest Georgia Regional Education Service Agency for Services of a Full-Time Teacher Certified in Behavior Disorders" submitted March 25, 1994.
Terminated: July 22, 1994.

Rule 160-1-4-.106. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.106
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "National School Lunch Program (State)" submitted April 11, 1994.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.107. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.107
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "National School Lunch Program" submitted April 11, 1994.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.108. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.108
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "School Breakfast Program" submitted April 11, 1994.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.109. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.109
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "Special Milk Program" submitted April 11, 1994.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.110. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.110
Authority: O.C.G.A. Sec. 20-2-14.
History. Original description entitled "Child and Adult Care Food Program (CACFP)" submitted April 22, 1994.
Terminated: September 13, 1996.

Rule 160-1-4-.111. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.111
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240.
History. Original grant description entitled "Contract for Student Support Team (SST) Workshop" submitted May 17, 1994.
Terminated: Grant description terminated December 5, 1995.

Rule 160-1-4-.112. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.112
Authority: O.C.G.A. Secs. 20-2-155, 20-2-750.
History. Original grant description entitled "Contract for In-School Suspension Workshops" submitted May 16, 1994.
Submitted: Jan. 2, 1996.
Terminated: May 1, 1998.

Rule 160-1-4-.113. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.113
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143.
History. Original grant description entitled "1994 Georgia School Health Education Profile" submitted May 9,

1994.
Terminated: July 22, 1994.
Submitted: Grant description entitled "1996 Georgia School Health Education Profile" received Apr. 24, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.114. Terminated.

(1) **Purpose of Program.** The purpose of the Video Lessons Project is to lease limited broadcast and unlimited duplication rights of certain video titles for use in curricular and co-curricular programs of participating local school systems for all subjects for K-12 public schools. Funds will also be used to provide to each media center a printed catalog and a compact Disk-Read Only Memory (CD-ROM) which contains segmentation of all titles and MARC records to allow access for data concerning each title in the collection.

(2) **Terms and Conditions.** Participating local public school systems pay $.40 per full-time equivalency (FTE) and the department in turn uses that money annually to contract with companies or governmental agencies for broadcast and duplication rights. Companies/agencies provide master video tapes for broadcast and duplication. Systems record titles off the air at broadcast time or have another system or Regional Educational Service Agency (RESA) tape for them. The Georgia Department of Education Training Center at Georgia College, Macon Campus, pays a fee for each title based on the catalog time.

(3) **Eligible Recipients.** Eligible Recipients are: Private for profit, private non-profit, public for profit, and public non-profit companies and governmental agencies.

(4) **Criteria for Award.** The department conducts an annual evaluation with participating systems to determine titles for deletion in order to keep the collection updated. Systems also recommend content, topics and titles they need to make videos an integral part of the instructional program as media specialists and teachers plan cooperatively for instruction. The department staff then selects titles that match QCC objectives. The selections are made from (1) recommendations provided by school systems; (2) recommendations given by companies and (3) descriptions appearing in companies' catalogs. Contracts are awarded to companies who provide titles appropriate for each year's selection.

(5) **Directions and Deadlines for Applying.** Requests for information should be made to the Georgia Department of Education Technology Training Center; Georgia College, Macon Campus; 3920 Arkwright Road, Suite 385; Macon, Georgia 31210-1719. Contracts are usually awarded in March each year to participating companies.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.114
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Video Lessons Project" received March 24, 1994.
Submitted: Grant description of same title received Dec. 21, 1994.
Submitted: Grant description of same title received Nov. 7, 1995.

Rule 160-1-4-.115. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.115
Authority: O.C.G.A. Sec. 20-2-284.
History. Original grant description entitled "Council for School Performance" submitted April 1, 1994.
Terminated: Grant description terminated December 5, 1995.

Rule 160-1-4-.116. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.116
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original Grant description entitled "Strategic Planning for Georgia's Initiative for Children and Families" submitted June 2, 1994.
Terminated: Grant description terminated December 5, 1995.

Rule 160-1-4-.117. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.117
Authority: O.C.G.A. Secs. 20-2-152, 20-2-204.
History. Original grant description entitled "Contract for School Nurse Workshop" submitted May 18, 1994.
Terminated: Grant description terminated July 22, 1994.

Rule 160-1-4-.118. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.118
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Alternative School Program Grants" submitted April 18, 1994.
Submitted: July 11, 1994.
Submitted: May 1, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.119. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.119
Authority: O.C.G.A. Secs. 20-2-240, 20-2-241.
History. Original grant description entitled "Summer School for At- Risk Students in Grades 4-8" received June 30, 1994.
Submitted: Apr. 8, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.120. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.120
Authority: O.C.G.A. Sec. 20-2-230.
History. Original description entitled "Teacher Cadet Program" submitted April 15, 1994.

Terminated: September 13, 1996.

Rule 160-1-4-.121. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.121
Authority: O.C.G.A. Secs. 20-2-230, 20-2-240, 20-2-300.
History. Original grant description entitled "Georgia Science Olympiad Program" received July 15, 1994.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.122. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.122
Authority: O.C.G.A. Sec. 20-2-161.2.
History. Original grant description entitled "Youth Apprenticeship Program" received June 23, 1994.
Submitted: Jan. 2, 2002.
Submitted: Nov. 2, 2006.
Terminated: July 14, 2008.

Rule 160-1-4-.123. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.123
Authority: O.C.G.A. Secs. 20-2-230, 20-2-240, 20-2-241.
History. Original grant description entitled "Staff Development for Department of Education School Support Team" received June 10, 1994.
Terminated: May 1, 1998.

Rule 160-1-4-.124. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.124
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Georgia Teacher of the Year School Improvement Grant" submitted June 17, 1994.
Submitted: Sept. 13, 1996.
Submitted: Apr. 8, 1998.
Terminated: November 9, 2006.

Rule 160-1-4-.125. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.125
Authority: O.C.G.A. Secs. 20-2-140, 20-2-240.
History. Original Grant description entitled "Contract for Alignment of 1994-1995 Video Titles to the Quality Core Curriculum (QCC)," received July 15, 1994.
Terminated: September 13, 1996.

Rule 160-1-4-.126. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.126

Rule 160-1-4-.127. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.127
Authority: O.C.G.A. Sec. 20-2-213.1.
History. Original grant description entitled "Pay for Performance Grants" submitted July 22, 1994.
Submitted: May 1, 1998.
Submitted: Jan. 15, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.128. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.128
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Georgia High School Graduation Test Summer Remedial Program" submitted June 30, 1994.
Submitted: Apr. 8, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.129. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.129
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Georgia Outdoor Classroom Program Grant" submitted August 29, 1994.
Submitted: Oct. 30, 1995.
Submitted: Apr. 8, 1998.
Terminated: November 9, 2006.

Rule 160-1-4-.130. Georgia Teacher of the Year Salary Step Increase.

(1) **Purpose of Program.** The purpose of this grant is to provide a salary step increase or an equivalent percentage rate increase in state salary to the Georgia Teacher of the Year.

(2) **Terms and Conditions.** Pursuant to O.C.G.A. Sec. 20-2-212.1, the Georgia Teacher of the Year is eligible for a salary step increase or an equivalent percentage rate increase in state salary. Funds are awarded each year for an amount specified in a contract between the State Board of Education and the school system in which the teacher is employed.

(3) **Eligible Recipients.** The local school system in which the selected winner of the Georgia Teacher of the Year is employed is the eligible recipient.

(4) **Criteria for Award.** Funds are awarded to the local school system in which the Georgia Teacher of the Year is employed as specified in the contract between the school system and the State Board of Education.

(5) **Directions and Deadlines for Applying.** Requests for information and expense forms should be made to Policy and Communications, Georgia Department of Education, 2054 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.130
Authority: O.C.G.A. Sec. 20-2-212.1.
History. Original grant description entitled "Georgia Teacher of the Year Salary Step Increase" submitted August 15, 1994.
Submitted: Sept. 13, 1996.
Submitted: Apr. 8, 1998.

Rule 160-1-4-.131. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.131
Authority: O.C.G.A. Sec. 20-2-300.
History. Original description entitled "Family Connection Technical Assistance" received August 18, 1994.
Terminated: December 5, 1995.

Rule 160-1-4-.132. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.132
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Teacher Training in HIV/STD Prevention Education (Involving RESA Personnel and Public Health Officials)" submitted September 20, 1994.
Submitted: Grant description entitled "Teacher Training in HIV/STD Prevention Education" received Dec. 8, 1995.
Terminated: April 8, 1998.

Rule 160-1-4-.133. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.133
Authority: O.C.G.A. Secs. 20-2-14; 20-2-187; 20-2-240.
History. Original description entitled "Nutrition Education Olympic Project" received September 22, 1994.
Terminated: December 5, 1995.

Rule 160-1-4-.134. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.134
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Contract for Coordinating Production of Video Tapes on HIV/AIDS" submitted September 20, 1994.

Terminated: April 8, 1998.

Rule 160-1-4-.135. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.135
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "School-Age Deaf-Blind Project" submitted September 22, 1994.
Submitted: May 11, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.136. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.136
Authority: O.C.G.A. Sec. 20-2-231.
History. Original description entitled "Administrator Diagnostic Inventory Program" received October 4, 1994.
Submitted: Grant description, same title, received Dec. 5, 1995.
Terminated: September 13, 1996.

Rule 160-1-4-.137. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.137
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Teacher Training in HIV/STD Prevention Education (Materials and Techniques)" submitted October 19, 1994.
Terminated: April 8, 1998.

Rule 160-1-4-.138. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.138
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Department of Education Technology Training Center" submitted November 18, 1994.
Terminated: May 1, 1998.

Rule 160-1-4-.139. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.139
Authority: O.C.G.A. Sec. 20-2-231.
History. Original grant description entitled "Georgia Education Leadership Academy Leadership Development Activities" submitted November 30, 1994.
Submitted: June 1, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.140. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.140
Authority: O.C.G.A. Sec. 20-2-231.
History. Original grant description entitled "Next Generation School Project Leadership Development Program" received December 16, 1994.
Terminated: September 13, 1996.

Rule 160-1-4-.141. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.141
Authority: O.C.G.A Sec. 20-2-11.
History. Original grant description entitled "Training for Chapter 1 Staff" received December 20, 1994.
Terminated: December 5, 1995.

Rule 160-1-4-.142. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.142
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Refinancing Option Mechanisms" submitted December 22, 1994.
Submitted: Dec. 5, 1995.
Terminated: February 26, 1998.

Rule 160-1-4-.143. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.143
Authority: O.C.G.A. Secs. 20-2-152, 50-27-2, 50-27-3.
History. Original grant description entitled "Assistive Technology Grants" submitted February 15, 1995.
Terminated: May 1, 1998.

Rule 160-1-4-.144. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.144
Authority: O.C.G.A. Secs. 20-2-240; 50-27-2.
History. Original grant description entitled "Retrofit for Technology Project" received March 17, 1995.
Terminated: September 13, 1996.

Rule 160-1-4-.145. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.145
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2.
History. Original grant description entitled "Model Technology Grants" submitted March 28, 1995.
Terminated: May 1, 1998.

Rule 160-1-4-.146. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.146
Authority: O.C.G.A. Sec. 20-2-302.
History. Original grant description entitled "Contract With Walker County Board of Education to Provide a Bus Driver to the Georgia School for the Deaf" submitted March 28, 1995.
Submitted: Grant description entitled "Contract with Gordon County Board of Education to Provide a Bus Driver to the Georgia School for the Deaf" received Nov. 7, 1995.
Submitted: July 8, 1996.
Terminated: May 1, 1998.

Rule 160-1-4-.147. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.147
Authority: O.C.G.A. Secs. 20-2-14, 50-8-30, 50-8-32, 50-8-35.
History. Original grant description entitled "Emergency Food Assistance Program Operated by the McIntosh Trail Regional Development Center" submitted March 23, 1995.
Terminated: April 8, 1998.

Rule 160-1-4-.148. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.148
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Georgia Head Start State Collaboration Project Contracts" submitted April 6, 1995.
Terminated: February 26, 1998.

Rule 160-1-4-.149. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.149
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Evaluation of Crossroads Alternative Schools Program" submitted March 30, 1995.
Terminated: December 12, 2001.

Rule 160-1-4-.150. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.150
Authority: O.C.G.A. Secs. 20-2-151; 20-2-240.
History. Original grant description entitled "1995 Summer Institute for School Counselors (Grades 6-12) Contract" received April 14, 1995.
Terminated: Grant description terminated December 5, 1995.

Rule 160-1-4-.151. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.151
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "Child Nutrition Program Needs Assessment" submitted April 11, 1995.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.152. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.152
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "Evaluation of the Orientation for Nutrition Employees Training Program" submitted April 18, 1995.
Terminated: April 8, 1998.

Rule 160-1-4-.153. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.153
Authority: O.C.G.A. Secs. 20-2-152, 50-27-2, 50-27-3.
History. Original grant description entitled "Transition Institute Contract" submitted July 5, 1995.
Terminated: May 1, 1998.

Rule 160-1-4-.154. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.154
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Evaluation of Department of Education Services" submitted June 28, 1995.
Submitted: Aug. 18, 1995.
Submitted: July 8, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.155. Charter School Planning Grants.

(1) **Purpose of Program**. The charter schools program is a means by which local schools, private individuals, private organizations, or state or local public entities (excluding home study programs or schools; sectarian or religious schools; private for profit schools; private educational institutions not established, operated, or governed by the State of Georgia; and existing private schools) enter into a performance-based contract with the State Board of Education. The Georgia General Assembly appropriates funding for planning grants for the planning and development of charter school applications.

(2) **Terms and Conditions**. Eligible applicants seeking a planning grant must complete an application and commit to the task of preparing a final application for charter school status.

(3) **Eligible Recipients**. Public K-12 school in Georgia, private individuals, private organizations, or state or local public entities (excluding home study programs or schools; sectarian or religious schools; private for profit schools; private educational institutions not established, operated, or governed by the State of Georgia; and existing private schools) are eligible for consideration to receive a planning grant.

(4) **Criteria for Award**. Competitive grants are awarded based on the criteria listed below.

(a) Demonstrated understanding of the charter school concept and program in Georgia.

(b) Clarity of underlying rationale and purpose.

(c) Level of progress already made in charter school application development.

(d) Adequacy of the process described, the time lines, and the proposed budget to result in development of a charter school application.

(e) Demonstration of preliminary levels of support by faculty, staff, and parents.

(5) **Directions and Deadlines for Applying**. Application materials are mailed to all public schools and private individuals requesting an application. Application information is posted on the Georgia Department of Education website. For additional information and copies of application materials, contact the Charter School Division, Georgia Department of Education, 2053 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.155
Authority: O.C.G.A. Secs. 20-2-255, 20-2-2061 to 20-2-2068.
History. Original grant description entitled "Charter School Planning Grants" submitted June 28, 1995.
Submitted: May 1, 1998.
Submitted: Dec. 21, 2001.
Submitted: Feb. 10, 2004.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.156. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.156
Authority: O.C.G.A. Sec. 20-2-300.
History. Original grant description entitled "School Improvement Grant" submitted August 29, 1995.
Submitted: May 1, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.157. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.157
Authority: O.C.G.A. Sec. 20-2-300.

History. Original grant description entitled "One-at-a-Time Mentoring Program Grants" submitted August 2, 1995.
Submitted: May 1, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.158. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.158

Rule 160-1-4-.159. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.159
Authority: O.C.G.A. Secs. 20-5-1, 20-5-2, 20-5-3, 50-27-2.
History. Original grant description entitled "Public Library PeachNet Grants" submitted September 14, 1995.
Terminated: February 26, 1998.

Rule 160-1-4-.160. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.160
Authority: O.C.G.A. Secs. 20-2-240; 50-27-2; 50-27-3.
History. Original Grant description entitled "Prekindergarten Summer Services Closure Activities" received September 26, 1995.
Terminated. September 13, 1996.

Rule 160-1-4-.161. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.161
Authority: O.C.G.A. Secs. 20-2-142, 20-2-143, 20-2-240.
History. Original grant description entitled "Consultant Services for D.A.R.E. Training" submitted January 2, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.162. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.162
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "Participation in Consortium For Team Nutrition Training" received January 18, 1996.
Terminated: September 13, 1996.

Rule 160-1-4-.163. Capital Outlay Program - Growth Component.

(1) **Purpose of Program.** The purpose of the growth component of the Capital Outlay Program is to provide a systematic, equitable means of making state assistance available

to local school systems for meeting their capital outlay needs for new educational facilities required as a result of growth.

(2) **Terms and Conditions.** To be eligible to receive funds, a local school system must submit to the department an application that explains how the system plans to use growth entitlement to provide new educational facilities and/or additions to existing schools required because of growth. In the application, the system must show how its request for growth entitlement funds correlates to the system's approved long-range facilities plan. A local school system receiving these funds agrees to meet all terms and conditions specified in state law and to provide required matching local funds of 8-20 percent of the eligible project costs based on the system's local participation factor.

(3) **Eligible Recipients.** Local school systems are eligible to receive these funds.

(4) **Criteria for Award.** Funds are not awarded on a competitive basis. Using the formula below, growth entitlement earnings are calculated annually as soon as the average full-time equivalent (FTE) student counts for the last completed school year are available. Shortly after the beginning of each new fiscal year, each school system is notified in writing by the department of its regular and growth entitlement earnings.

a. Average Annual FTE for most recent three years -	Average Annual FTE for the last three years prior to the completed school year	Average Annual FTE Growth for Each System (Positive Nos. Only) (Must be equal to or greater than 65 to qualify)
	=	
b. Average Annual FTE for most recent <u>three years for each school system</u> Average Annual FTE for the last three years prior to the last completed school year	=	Each School System's Rate of Growth (Must be equal to or greaterthan 1.5% to qualify)
c. Each ***ELIGIBLE*** School System's <u>Average Annual FTE Growth</u> Total Statewide	=	Each ***ELIGIBLE*** System's **Ratio of Growth**

ELIGIBLE Growth		
d. ***ELIGIBLE*** School System's Ratio of Growth (from above calculations) (set by Legislature annually- earned currently $100, $80, $60, & $40million levels)	Annual Program * Authorization Level =	Each ***ELIGIBLE*** School System's Annual Entitlement Earnings for *Exceptional Growth* (Entitlement by eligible systems is contingent upon the program authorization level set by the Legislature annually.)

(5) **Directions and Deadlines for Applying.** Based upon the earnings information, each school system decides each year whether to submit an application to the department requesting use of entitlement funds or to allow its entitlement to accrue until a later year. Completed applications must be submitted to the department by no later than September 1 of each year. The date state funds become available each year is dependent upon the funding source the General Assembly designates for the growth applications submitted. Requests for information and applications should be made to the Facilities Services Unit, Office of Finance and Business Operations, Georgia Department of Education, 205 Jesse Hill Jr. Drive, SE, 1670 Twin Towers East, Atlanta, Georgia 30334-5001.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.163
Authority: Authority O.C.G.A. Sec. 20-2-260.
History. Original Grant description entitled "Capital Outlay Program-Growth Component" received February 14, 1996.
Submitted: Jul. 30, 1996.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.164. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.164
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "School Breakfast Program Expansion Grant" submitted February 9, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.165. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.165
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "Conference Expenses for School and Community Nutrition" submitted March 18, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.166. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.166

Rule 160-1-4-.167. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.167

Rule 160-1-4-.168. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.168
Authority: O.C.G.A. Secs. 20-2-142, 20-2-240.
History. Original grant description entitled "Needs Assessment Survey for the Safe and Drug-Free Schools Program" submitted March 18, 1996.
Submitted: Nov. 7, 1996.
Submitted: Sept. 16, 1997.
Submitted: Sept. 1, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.169. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.169
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "Development of a CD-ROM Software Program for Healthy Meals Initiative Training" submitted March 19, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.170. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.170

Rule 160-1-4-.171. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.171
Authority: O.C.G.A. Secs. 20-2-240, 20-2-282.
History. Original grant description entitled "Report Card Computer Programming Development" submitted June 12, 1996.
Terminated: May 1, 1998.

Rule 160-1-4-.172. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.172
Authority: O.C.G.A. Sec. 20-2-232.
History. Original grant description entitled "Development and Printing of Resource Guide for Staff Development" received May 16, 1996.
Terminated: May 1, 1998.

Rule 160-1-4-.173. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.173
Authority: O.C.G.A. Sec. 20-2-231.
History. Original grant description entitled "Regional Leadership Programs" submitted June 4, 1996.
Terminated: May 22, 1998.

Rule 160-1-4-.174. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.174
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Reading Recovery Program" submitted July 2, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.175. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.175
Authority: O.C.G.A. Sec. 20-2-231.
History. Original grant description entitled "Teacher's Conference" submitted June 12, 1996.
Terminated: May 1, 1998.
Submitted: Grant description entitled "Annual Teacher Conference" received June 16, 1999.
Submitted: Jan. 15, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.176. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.176
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240, 20-2-300.
History. Original grant description entitled "Contract for Curriculum, Professional Development Opportunities and Purchase of Instructional Materials for the Georgia Elementary School Foreign Languages Model Program" submitted June 21, 1996.
Submitted: June 16, 1997.
Submitted: Apr. 8, 1998.
Submitted: Nov. 2, 2006.
Terminated: July 8, 2008.

Rule 160-1-4-.177. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.177

Rule 160-1-4-.178. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.178
Authority: O.C.G.A. Sec. 20-2-1012.
History. Original grant description entitled "Textbook Advisory Committee Training and Materials Development" submitted September 30, 1996.
Submitted: Apr. 8, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.179. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.179

Rule 160-1-4-.180. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.180

Rule 160-1-4-.181. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.181
Authority: O.C.G.A. Secs. 20-2-240, 20-2-254.
History. Original grant description entitled "Contract with the University of North Carolina at Greensboro for Policy Research Services" submitted July 23, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.182. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.182
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Integrated Marketing Communications Plan" submitted September 9, 1996.
Terminated: May 1, 1998.

Rule 160-1-4-.183. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.183
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "Evaluation of CD-ROM Technology for Training School Nutrition Employees" submitted September 30, 1996.
Terminated: April 8, 1998.

Rule 160-1-4-.184. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.184
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "Delivery of Training Workshops to School Nutrition Directors" submitted September 30, 1996.
Submitted: Apr. 8, 1998.
Terminated: December 21, 2001.

Rule 160-1-4-.185. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.185
Authority: O.C.G.A. Secs. 20-2-14, 20-2-232, 20-2-240.
History. Original grant description entitled "Title I Program/ Contract for Training Facilities and Services" submitted September 30, 1996.
Terminated: December 12, 2001.

Rule 160-1-4-.186. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.186

Rule 160-1-4-.187. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.187
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Georgia Teacher of the Year Sabbatical Grant" submitted June 18, 1997.
Submitted: Apr. 8, 1998.
Terminated: November 9, 2006.

Rule 160-1-4-.188. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.188
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Inservice Education In Reading First" submitted June 5, 1997.
Terminated: April 8, 1998.

Rule 160-1-4-.189. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.189

Rule 160-1-4-.190. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.190
Authority: O.C.G.A. Secs. 20-2-240, 20-2-302.
History. Original grant description entitled "Atlanta Area School for the Deaf Family Learning Weekend" submitted June 16, 1997.

Terminated: December 12, 2001.

Rule 160-1-4-.191. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.191
Authority: Authority O.C.G.A. Secs. 20-2-151, 20-2-240, 20-2-300.
History. Original grant description entitled "Contract for the Organization of Conferences and Professional Development Opportunities for the Georgia Elementary School Foreign Languages Model Program" submitted June 16, 1997.
Submitted: Nov. 9, 2006.
Terminated: July 8, 2008.

Rule 160-1-4-.192. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.192
Authority: O.C.G.A. Secs. 20-2-240, 20-2-281.
History. Original grant description entitled "Contract for the Support, Storage, Dissemination and Record Keeping for Scholastic Assessment Test Preparation Programs" submitted July 17, 1997.
Submitted: Apr. 8, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.193. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.193
Authority: O.C.G.A. Secs. 20-2-240, 20-2-302, 20-2-320.
History. Original grant description entitled "PeachNet/Internet Access for Education Contract" submitted July 17, 1997.
Submitted: May 1, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.194. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.194
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Contract For Use of Facilities at the Northwest Georgia Trade and Convention Center" submitted July 25, 1997.
Terminated: May 1, 1998.

Rule 160-1-4-.195. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.195
Authority: O.C.G.A. Secs. 20-2-230(a), 20-2-240.
History. Original grant description entitled "The Classic Center Authority Contract" submitted August 5, 1997.
Submitted: May 1, 1998.
Submitted: Jan. 14, 2002.

Terminated: November 9, 2006.

Rule 160-1-4-.196. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.196
Authority: O.C.G.A. Sec. 20-2-187.
History. Original grant description entitled "Contract for Meeting Site for Preview Conference for School Nutrition Personnel" submitted July 25, 1997.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.197. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.197
History. Original grant description entitled "Contract for Meeting Site for Phase II Procurement Training For School Nutrition Personnel" submitted July 25, 1997.
Submitted: Apr. 8, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.198. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.198
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240, 20-2-252.
History. Original grant description entitled "The Technology Literacy Challenge Fund Grants" submitted August 13, 1997.
Submitted: May 1, 1998.
Submitted: Jan. 14, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.199. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.199
Authority: O.C.G.A. Secs. 20-2-142, 20-2-240.
History. Original grant description entitled "Grants for the Development of Safe and Drug-Free Schools Programs" submitted August 29, 1997.
Terminated: January 14, 2002.

Rule 160-1-4-.200. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.200
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Contract for Use of Facilities at the Macon Centreplex" submitted August 25, 1997.
Submitted: Apr. 24, 1998.

Terminated: December 12, 2001.

Rule 160-1-4-.201. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.201
Authority: O.C.G.A. Secs. 20-2-11, 20-2-240, 20-2-241.
History. Original grant description entitled "Contracts for Offices for Field Services Directors" submitted October 2, 1997.
Terminated: January 15, 2002.

Rule 160-1-4-.202. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.202
Authority: O.C.G.A. Sec. 20-2-312.
History. Original grant description entitled "Middle School After-School / Summer Program" submitted September 16, 1997.
Submitted: Oct. 5, 1999.
Submitted: Oct. 19, 2000.
Submitted: Jan. 14, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.203. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.203

Rule 160-1-4-.204. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.204

Rule 160-1-4-.205. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.205
Authority: O.C.G.A. Secs. 20-2-14, 20-2-150, 20-2-152, 20-2-160, 20-2-161, 20-2-240.
History. Original grant description entitled "Contract for Disparity Study of Minority Students in the Program Area of Specific Learning Disabilities" submitted December 9, 1997.
Terminated: December 12, 2001.

Rule 160-1-4-.206. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.206

Rule 160-1-4-.207. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.207

Rule 160-1-4-.208. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.208
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240.
History. Original grant description entitled "IDEA Implementation Advisory Group Meeting" submitted January 22, 1998.
Terminated: May 1, 1998.

Rule 160-1-4-.209. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.209
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240.
History. Original grant description entitled "Reading Literacy Program for Dublin City Board of Education" submitted February 17, 1998.
Terminated: April 8, 1998.

Rule 160-1-4-.210. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.210
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Contract with Georgia Public Communications for Reading First Training Video" submitted February 26, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.211. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.211

Rule 160-1-4-.212. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.212
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Contract with a Local School System for a Teacher/Technologist" submitted April 6, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.213. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.213
Authority: O.C.G.A. Secs. 20-2-213.1, 20-2-240.
History. Original grant description entitled "Contract for Pay for Performance Program and Middle School Mentoring Program" submitted April 24, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.214. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.214
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Georgia Kindergarten Assessment Program - Revised (GKAP-R) Training Video" submitted June 24, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.215. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.215
Authority: O.C.G.A. Secs. 20-2-240, 50-27-2, 50-27-3.
History. Original grant description entitled "Grant for Local School System Involvement in the REGIIS XXI (Re-Engineering Georgia's Information Infrastructure in Schools for the 21st Century) Project" submitted June 18, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.216. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.216
Authority: O.C.G.A. Secs. 20-2-240, 20-2-320.
History. Original grant description entitled "Student Record Data Transmission" submitted May 7, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.217. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.217
Authority: O.C.G.A. Sec. 20-2-256.
History. Original grant description entitled "Joint Evening Programs for At- Risk Students" submitted May 22, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.218. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.218
Authority: O.C.G.A. Secs. 20-2-153, 20-2-240, 20-2-281.
History. Original grant description entitled "Observations for SIA Program Evaluation" submitted June 12, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.219. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.219

Rule 160-1-4-.220. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.220
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240, 20-2-281, 20-2-290.
History. Original grant description entitled "Focus Groups for Technology/Career Education Program Evaluation" submitted November 10, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.221. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.221
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Staff Development for School Systems in Southwest Georgia" submitted June 12, 1998.
Terminated: January 2, 2002.

Rule 160-1-4-.222. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.222
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Development of the Georgia Kindergarten Assessment Program-Revised (GKAP-R) Score/Report Prototypes" submitted June 24, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.223. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.223
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Georgia Kindergarten Assessment Program - Revised (GKAP-R) Scoring and Statewide Reporting" submitted June 24, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.224. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.224
Authority: O.C.G.A. Sec. 20-2-306.
History. Original grant description entitled "Equipment for the Vocational Education, Computer Technology, Mathematics and Administrative Components of the Governor's Honors Program" submitted June 25, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.225. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.225
Authority: O.C.G.A. Secs. 20-2-240, 20-2-300.
History. Original grant description entitled "Contract With the Department of Technical and Adult Education for an Alternative School Liaison" submitted June 25, 1998.

Terminated: December 12, 2001.

Rule 160-1-4-.226. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.226

Rule 160-1-4-.227. Learning Resources Selection and Recommendation Meeting Facilities.

(1) **Purpose of Program**. The purpose of this contract is to provide meeting facilities to conduct committee orientations, publisher presentations, and committee voting sessions for the Learning Resources Advisory Committee. The advisory committee meets several times annually to conduct a review of textbook materials for the current year's textbook recommendation cycle.

(2) **Terms and Conditions**. The contracting vendor will provide meeting room facilities, sleeping rooms, and/or meals for the Learning Resources Advisory Committee.

(3) **Eligible Recipients**. Public or private vendors are eligible to apply.

(4) **Criteria for Award**. The contract is awarded based on the capability of the vendor to provide adequate meeting facilities for the advisory committee at an economical cost.

(5) **Directions and Deadlines for Applying**. Requests for information should be made to the Division of Academic Standards/Professional Learning, Georgia Department of Education, 1754 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.227
Authority: O.C.G.A. Sec. 20-2-1012.
History. Original grant description entitled "Textbook/Instructional Materials Selection and Recommendation Meeting Facilities" submitted September 16, 1998.
Submitted: Grant description entitled "Learning Resources Selection and Recommendation Meeting Facilities" received June 26, 2008.

Rule 160-1-4-.228. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.228
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Intensive Staff Development for School Systems in Oconee RESA with Low Achievement" submitted September 23, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.229. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.229
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240, 20-2-253.
History. Original grant description entitled "Reading First Project Grant" submitted August 27, 1998.
Submitted: Oct. 5, 1999.
Submitted: Grant description entitled "Statewide K-3 Reading Program" received Jan. 2, 2002.
Submitted: Grant description entitled "Statewide K-8 Reading and Mathematics Program" received Oct. 14, 2005.
Terminated: July 8, 2008.

Rule 160-1-4-.230. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.230
Authority: O.C.G.A. Secs. 20-2-65, 20-2-240.
History. Original grant description entitled "Georgia's Reading Challenge Grant" submitted October 9, 1998.
Submitted: Grant description entitled "Statewide 4-8 After-School Program" received Jan. 2, 2002.
Terminated: October 14, 2005.

Rule 160-1-4-.231. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.231
Authority: O.C.G.A. Secs. 20-2-240, 20-2-302.
History. Original grant description entitled "Georgia PINES/Kiwanis Statewide Parent Meeting" submitted October 28, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.232. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.232
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Contract with Georgia Human Relations Commission to Produce a Video on Crisis Management" submitted November 10, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.233. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.233
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Contract with the Macon Centreplex for the Leadership Development Planning Committee Meeting" submitted November 23, 1998.
Terminated: January 14, 2002.

Rule 160-1-4-.234. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.234
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Reading First Interview Tapes" submitted December 14, 1998.

Submitted: June 2, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.235. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.235
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Contract/Agreement with the Georgia Department of Human Resources to Conduct Training Entitled "Introducing Developmental Assets: A Presentation on the 40 Developmental Assets Kids Need to Succeed" submitted December 23, 1998.
Terminated: December 12, 2001.

Rule 160-1-4-.236. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.236
Authority: O.C.G.A. Secs. 20-2-231, 20-2-240.
History. Original grant description entitled "Contracts with Regional Education Services Agencies for Leadership Training Planning" submitted January 15, 1999.
Submitted: Feb. 12, 1999.
Submitted: Jan. 14, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.237. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.237
Authority: O.C.G.A. Secs. 20-2-240, 20-2-270.
History. Original grant description entitled "Technical Assistance to Low Performing Schools" submitted January 27, 1999.
Terminated: January 2, 2002.

Rule 160-1-4-.238. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.238
Authority: O.C.G.A. Secs. 20-2-14, 20-2-250.
History. Original grant description entitled "Teachers and Teacher's Aides Placement Assistance Program Administrative Support Grant" submitted January 27, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.239. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.239
Authority: O.C.G.A. Secs. 20-2-14, 20-2-250.
History. Original grant description entitled "Georgia Character Education Resource Center Administrative Support Grant" submitted February 15, 1999.
Submitted: June 28, 1999.

Terminated: December 12, 2001.

Rule 160-1-4-.240. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.240
Authority: O.C.G.A. Secs. 20-2-14, 20-2-250.
History. Original grant description entitled "Administrative Support for the Evaluation of the 1998 HIV-STD Contract With Choosing the Best" submitted April 6, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.241. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.241
Authority: O.C.G.A. Secs. 20-2-14, 20-2-250.
History. Original grant description entitled "Title I Technology Support Grant" submitted April 6, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.242. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.242
Authority: O.C.G.A. Secs. 20-2-240, 20-2-281, 20-2-300.
History. Original grant description entitled "Georgia Kindergarten Assessment Program - Revised (GKAP-R) Standard Setting" submitted June 8, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.243. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.243
Authority: O.C.G.A. Secs. 20-2-140, 20-2-240.
History. Original grant description entitled "Redesign and Enhancement of the Quality Core Curriculum Website" submitted April 30, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.244. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.244
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240, 20-2-281.
History. Original grant description entitled "Production of a Curriculum Instructional and Training Manual" submitted June 2, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.245. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.245
Authority: O.C.G.A. Secs. 20-2-240, 20-2-281.
History. Original grant description entitled "Evaluation of the Reading First and Reading Challenge Programs" submitted May 12, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.246. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.246
Authority: O.C.G.A. Secs. 20-2-140, 20-2-141, 20-2-240.
History. Original grant description entitled "Production of Curriculum Resource Guides" submitted June 2, 1999.
Terminated: January 2, 2002.

Rule 160-1-4-.247. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.247
Authority: O.C.G.A. Secs. 20-2-14, 20-2-250.
History. Original grant description entitled "Title I Statistical Analysis Support Grant" submitted June 2, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.248. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.248
Authority: O.C.G.A. Secs. 20-2-140, 20-2-240.
History. Original grant description entitled "Georgia Learning Connections Project" submitted June 16, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.249. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.249
Authority: O.C.G.A. Secs. 20-2-14, 20-2-188, 20-2-240.
History. Original grant description entitled "Pupil Transportation Safety Study" submitted July 6, 1999.
Terminated: January 14, 2002.

Rule 160-1-4-.250. Schools of Excellence Grants.

(1) **Purpose of Program.** The purpose of this grant is to reward the 16 FY 02 Schools of Excellence winners.

(2) **Terms and Conditions.** Each School of Excellence shall receive $2,000 to be used for educational purposes only. These funds must be expended by June 30, 2002.

(3) **Eligible Recipients.** The 16 schools selected as the 2001-02 Schools of Excellence are the eligible recipients.

(4) **Criteria for Award.** Funds are awarded according to an executive order signed by the governor.

(5) **Directions and Deadlines for Applying.** Requests for information should be made to Recognition Programs, Office for Finance and Technology, 1870 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.250
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Schools of Excellence Grants" submitted June 28, 1999.
Submitted: Jan. 15, 2002.

Rule 160-1-4-.251. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.251
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Contract for Reading Specialist for Dublin City Schools" submitted July 29, 1999.
Terminated: December 12, 2001.

Rule 160-1-4-.252. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.252
Authority: O.C.G.A. Sec. 20-2-307.
History. Original grant description entitled "Planning, Renovation, and Construction of Facilities" submitted February 16, 2001.
Submitted: Nov. 2, 2006.
Terminated: July 14, 2008.

Rule 160-1-4-.253. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.253
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Equipment Outlay (Agriculture Education)" submitted December 14, 2001.
Submitted: Nov. 2, 2006.
Terminated: July 14, 2008.

Rule 160-1-4-.254. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.254
Authority: O.C.G.A. Sec. 20-2-241.

History. Original grant description entitled "Georgia Area Teacher Program (Agriculture Education)" submitted December 14, 2001.
Submitted: Nov. 2, 2006.
Terminated: July 14, 2008.

Rule 160-1-4-.255. Charter School Implementation Grants.

(1) **Purpose of Program**. The charter schools program is a means by which local schools, private individuals, private organizations, or state or local public entities (excluding home study programs or schools; sectarian or religious schools; private for profit schools; private educational institutions not established, operated, or governed by the State of Georgia; and existing private schools) enter into a performance-based contract with the State Board of Education. The U.S. Congress appropriates funding to provide financial assistance for the design and initial implementation of charter schools through State implementation grants.

(2) **Terms and Conditions**. Eligible applicants seeking an implementation grant must complete an application and commit to the task of implementing a charter petition approved by the State Board of Education.

(3) **Eligible Recipients**. Charter schools approved by the State Board of Education are eligible for consideration to receive an implementation grant.

(4) **Criteria for Award**. Competitive grants are awarded based on the criteria listed below.

(a) Evidence of parental and community involvement in the development of the charter petition.

(b) Performance objectives defined not only by assessment instruments to be used but also by specific criteria that will be used to determine success.

(c) Organizational changes for existing public schools or design in the governance structure for new schools that empowers parents to make substantive decisions about the academic program and organization of the school, i.e., parental governance.

(d) Significant management autonomy from state school law and local and state board rules and policies, including financial management policies.

(5) **Directions and Deadlines for Applying**. Application materials are made available to charter school operators after the charter petition is approved by the State Board of Education. For additional information and copies of application materials, contact the Charter School Division, Georgia Department of Education, 2053 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.255
Authority: O.C.G.A. Secs. 20-2-2061 to 20-2-2068.
History. Original grant description entitled "Charter School Implementation Grants" submitted December 21, 2001.
Submitted: Feb. 10, 2004.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.256. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.256
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "High School/High Tech Demonstration Start-Up Grant" submitted February 15, 2002.
Terminated: July 7, 2008.

Rule 160-1-4-.257. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.257
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Reading Excellence/Local Reading Improvement Grants" submitted April 16, 2002.
Submitted: Aug. 5, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.258. Georgia Learn and Serve Grant.

(1) **Purpose of Program.** This grant is intended to promote service learning programs in local school districts for the purpose of reinforcing academic learning through hands-on community service activities.

(2) **Terms and Conditions.** Local programs are required to provide a minimum of a dollar-for-dollar match for funds received; this match can be cash or in-kind services. Documentation of the match is required as a part of annual reporting. In addition to the participation of the school, the active participation of at least one not-for-profit service-related organization is required for the receipt of an Academic Service Learning Grant. Each funded project will be required to document the process and products of their efforts. A portfolio documenting all the components of the project will be due at the end of funding.

(3) **Eligible Recipients.** Local units of administration, schools, and individual teachers may receive these grant funds.

(4) **Criteria for Award.** Applications are rated for the number of students involved in the program and the number of Quality Core Curriculum (QCC)/Georgia Performance Standards (GPS) links that the service program addresses.

(5) **Directions and Deadlines for Applying.** Applications are solicited statewide each school year, with mailing to system superintendents, curriculum directors, school principals, RESA directors, psychoeducation center directors, state school administrators, and directors of all previous Learn and Serve grant programs. The application is in the form of a brief outline that includes some budget information and indications of how service activities will be linked to specific QCC/GPS objectives. The due date for applications is established each year by the Department. Requests for information and applications should be submitted to the Georgia Learn and Serve Program, Education Support and Improvement, Georgia Department of Education, 1862 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.258
Authority: O.C.G.A. Sec. 20-2-14.
History. Original grant description entitled "Georgia Learn and Serve Grant" submitted June 27, 2002.
Submitted: July 2, 2008.

Rule 160-1-4-.259. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.259
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Reading Excellence/Tutorial Assistance Grants" submitted August 5, 2002.
Terminated: November 9, 2006.

Rule 160-1-4-.260. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.260
Authority: O.C.G.A. Sec. 20-2-14.
History. Original grant description entitled "Title I Comprehensive School Reform Grants" submitted August 13, 2002.
Terminated: June 26, 2008.

Rule 160-1-4-.261. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.261
Authority: O.C.G.A. Sec. 20-2-14.
History. Original grant description entitled "School Renovation, IDEA, and Technology Grant Program" submitted September 9, 2002.
Terminated: July 7, 2008.

Rule 160-1-4-.262. Title IV, Part B, 21st Century Community Learning Centers Grant.

(1) **Purpose of Program**. Funding for this program is provided by the Title IV, Part B, 21st CCLC of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act (NCLB) of 2001. As a result of this Act, the U.S. Department of Education makes funds available for states to award competitive grants to establish or expand community learning centers that operate during out-of-school hours and that have three specific purposes:

(a) To provide opportunities for academic enrichment and tutorial services to help students, particularly students who attend high-poverty and low-performing schools, meet state and local performance standards in core academic subjects;

(b) To offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program of participating students. These activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and

(c) To offer families of 21st CCLC students opportunities for literacy and related educational development.

(2) **Terms and Conditions**. Funding is appropriated annually and states are notified in the grant award notification provided by the U.S. Department of Education. Grants may be awarded for no less than three years, but no more than five year. Grant will be awarded to eligible recipients for no less than $50,000. The maximum grant award will be determined on an annual basis as determined by program evaluation data and the amount of available funds.

(3) **Eligible Recipient(s)**. Any public or private entity may apply to receive a Title IV, Part B, 21st CCLC grant. Examples of such organizations include, but are not limited to, local school systems, community-based organizations, non-profit agencies, for-profit corporations, faith-based organizations, city or county government agencies, and higher education institutions. Consortia of two or more such organizations are also eligible to apply for 21st CCLC grants.

(4) **Criteria for Award**. Title IV, Part B of the No Child Left Behind Act requires states to award grants only to applicants that will primarily serve students who attend schools with a high concentration of poor students. In addition, competitive priority must be given to applicants that both propose to serve students who attend schools identified for improvement, corrective action, or restructuring, **and** that are submitted jointly between at least one local school district receiving funds under Title I, Part A, and at least one public or private community organization.

(5) **Directions and Deadlines for Applying**. Application information is posted on the Georgia Department of Education 21st CCLC website at: http://public.doe.k12.ga.us/. All applications must be submitted in accordance with the requirements detailed in the application. Requests for information should be made to Education Support Services 21st

Century Community Learning Centers, Georgia Department of Education, 1866 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.262
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "21st Century Community Learning Center Grant" submitted November 26, 2002.
Submitted: Feb. 3, 2003.
Submitted: Mar. 6, 2003.
Submitted: Jan. 5, 2004.
Submitted: Grant description entitled "Title IV, Part B, 21 st Century Community Learning Center Grant" received Jan. 31, 2006.
Submitted: Grant description entitled "Title IV, Part B, 21 st Century Community Learning Centers Grant" received June 26, 2008.

Rule 160-1-4-.263. Title IID, "Enhancing Education Through Technology" (Ed Tech) Competitive Grants.

(1) **Purpose of Program.** According to ESEA legislation and US-ED Program Guidance, the primary goal of this program is to improve student academic achievement through the use of technology (see http://www.ed.gov/programs/edtech/guidance.doc and http://www.ed.gov/policy/elsec/leg/esea02/pg34.html#sec2401.) In Georgia, this grant will specifically address a statewide need to improve instruction to meet the needs of the 21st Century learner and impact overall student achievement. The program will also:

(a) Assist every student - regardless of race, ethnicity, income, geographical location, or disability - in becoming technologically literate by the end of the eighth grade;

(b) Encourage the effective integration of technology resources and systems through professional development and curriculum development to promote research-based instructional methods that can be widely replicated;

(c) Increase the LEA's capacity to design and implement program evaluation.

(2) **Terms and Conditions.** Recipients must meet eligibility requirements for high economic and academic need as developed and published by the Georgia Department of Education (GaDOE). Recipients also agree to comply with the Georgia Department of Education evaluation program and to submit annual reports to provide program data and funding accountability. Such reports are collected by the Georgia Department of Education and sent to the United States Department of Education (US-ED).

(3) **Eligible Recipients.** No Child Left Behind (NCLB) mandates that the Georgia Department of Education set eligibility criteria for the Title II-D competitive grants to ensure that LEAs applying for funds are among those with the "highest needs" in the state. The Georgia Department of Education's criteria for determining "high need" eligibility for the FY08 competition are as follows.

(a) An LEA shall be considered "high need" if:

1. The percentage of children in poverty residing in the LEA's service area is above the state average of 17.77% according to the 2004 US Census poverty data provided to the Georgia Department of Education Title I programs, US-ED poverty data; **AND**

2. The LEA has one or more schools identified as Needs Improvement for one or more years according to the 2007 Needs Improvement Report; **OR**

3. The ratio of students to computers in the LEA's service area is above the state average of 3.34 students to computers according to the 2006-2007 State Technology Inventory Survey.

(4) **Criteria for Award.** Grants are authorized to eligible school systems submitting the highest-quality proposals in a statewide competition for available grant funds. The proposals are reviewed by five readers recruited and trained by the Georgia Department of Education.

(a) In accordance with the No Child Left Behind (NCLB) legislation and program guidance, preference will be given to proposals that contain the following:

1. Clearly established and documented academic need in reading, math, social studies, and/or science.

2. Clearly identified goals and benchmarks for improved academic performance in the critical need area.

3. Promising research-based, standards-based instructional strategies involving technology that should bolster student performance in critical academic need area(s).

4. High-quality professional development programs that should increase educators' capacity to implement designated strategies.

5. Strategies that increase family involvement in children's education for the purpose of increasing student achievement.

6. Research-based, standards-based strategies that utilize high-quality partnerships (such as those with state professional development providers such as universities, Educational Technology Centers (ETCs), and regional educational service agencies (RESAs); successful schools with similar characteristics; and/or for-profit or not-for profit organizations) for the purpose of increasing student achievement.

7. High-quality evaluation plans that chart progress on the essential conditions needed for effective technology use, such as, access to technology staff readiness, frequency/range/context of technology use in classrooms and media centers, and the impact of effective use on student achievement.

8. Dissemination strategies that will maximize grant results/products for other populations throughout the state, especially by sharing successful instructional materials through GeorgiaStandards.org.

9. Detailed action plan with time lines, assigned tasks, and budgets.

(5) **Directions and Deadlines for Applying.** Please see the Georgia Department of Education website for deadlines and application procedures. http://www.gadoe.org/it.aspx Click link: Title II-D - Enhancing Education Through Technology. Requests for information should be made to the Instructional Technology Division, Office of Technology Services, Georgia Department of Education, 1952 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.263
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Title IID, "Enhancing Education Through Technology" (Ed Tech) Competitive Grants" submitted January 31, 2003.
Submitted: Nov. 2, 2006.
Submitted: March 1, 2007.
Submitted: June 26, 2008.

Rule 160-1-4-.264. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.264
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Refugee Children School Impact Grant" submitted January 24, 2003.
Terminated: November 9, 2006.

Rule 160-1-4-.265. Reading First Program System Subgrant.

(1) **Purpose of Program**. The purpose of the grant is to provide federal funds for scientifically based reading reform for eligible K-3 schools. This competition will fund schools for a second three-year cycle. Funds will be granted each year for three years.

(2) **Terms and Conditions**. Grants are awarded through a competitive process to schools that agree to fund a school-based literacy coach, implement the five dimensions of reading using scientifically based methods and materials, and participate in professional development designed to assist in this implementation. Recipients must assure that

schools will agree to comply with outside evaluation, attend state-sponsored training and submit reports upon request. These reports are collected by the Department and sent to the United States Department of Education (USED). Schools that are in compliance are eligible to receive funding for three years.

(3) **Eligible Recipients**. Local education agencies (LEAs) that had 9 percent or more third graders not meet reading Standard on the 2005 CRCT as well as have 75 percent of their schools currently in "Needs Improvement" or 15 percent or more students eligible for Title 1 or reside in an empowerment zone or enterprise community are eligible to apply.

(4) **Criteria for Award**. Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described in the application. Subgrant applications are sent randomly to approved national readers to be scored. Competing LEAs may then participate in a site review. Funds are then awarded for a three-year cycle based on system compliance and implementation review.

(5) **Directions and Deadlines for Applying**. Requests for information and application should be made to: Office of Curriculum and Instruction, Georgia Department of Education, 1758 Twin Towers East, 205 Jesse Hill Drive, Atlanta, Georgia 30334, or online at www.doe.k12.ga.us. The deadline to submit application was October 20, 2005. Funds will be awarded from December 2005 through March 2006.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.265
Authority: O.C.G.A. Sec. 20-2-240.
History. Original grant description entitled "Reading First Program System Subgrant" submitted November 4, 2003.
Submitted: Feb. 24, 2006.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.266. Title II, Part B Mathematics and Science Partnerships (MSP) Program.

(1) **Purpose of Program**. The purpose of the Mathematics and Science Partnership grant program is to improve the content knowledge and pedagogical acumen of cohort groups of mathematics and science teachers of grades K-12 in order to increase the achievement of their students. These improvement efforts are designed, implemented, and evaluated by strong partnerships between college and university faculty, high-need school systems, and other qualifying partners.

(2) **Terms and Conditions**. Funds are available from the Georgia Department of Education for competitive Mathematics and Science Partnerships grants. The focus of the proposals is providing professional learning for mathematics and science teachers in grades Kindergarten through 12. All partnerships must establish and operate programs to bring grades K-12 mathematics and/or science teachers into contact with working science, technology, engineering, or mathematics faculty to expand teachers' content knowledge and instructional practice in mathematics and science classrooms. Such goals may be met

by (a) providing opportunities for enhanced and ongoing professional learning of mathematics and science teachers that improves their content knowledge; (b) using scientifically-based researched teaching methods to promote strong teaching skills for mathematics and science teachers; and (c) establishing and operating intensive mathematics and science institutes for teachers with follow-up training and support. The funds received must be used to supplement, and not supplant, funds that would otherwise be used to support such activities.

The partnership must consist of (a) a Georgia high-need school district or consortium, and (b) a science, technology, engineering, or mathematics (STEM) department of an accredited two-or four-year college or university. Partnerships may also include (a) one or more school systems that may or may not qualify as high-need; (b) the STEM department or teacher training department of another accredited two-or four-year college or university; (c) faculty from the unit responsible for the preparation of teachers (typically the college of education); (d) public charter and magnet schools, private elementary or secondary schools, or a consortium of such schools; or (e) non-profit and for-profit organizations with proven effectiveness in providing professional development to teachers of mathematics and science. Either the lead school district applicant, the Regional Education Service Agency(RESA), or the lead higher education applicant may serve as the fiscal agent.

(3) **Eligible Recipients.** Proposals may be submitted by either a Georgia high-need school district/consortium(RESA) or a partnering institute of higher education.

(4) **Criteria for Award**. The criteria for awarding grants will be as follows:

(a) Absolute priority will be given to those partnerships which demonstrate that at least 40 percent of the lead partner's students qualify for the free and reduced meal program and those that show evidence of teachers with limited content knowledge with a history of low student test scores or achievement gaps in mathematics and/or science.

(b) Efforts will be made to ensure Georgia's Mathematics & Science Partnership Program grants are distributed equitably across the state to the extent that qualified, submitted proposals allow.

(c) The following criteria will be used to evaluate all applications for funding:

(1) commitment and capacity of partnership;

(2) demonstration of need and research base;

(3) alignment of project goals and objectives with professional learning needs;

(4) efficacy of plan;

(5) evaluation and accountability plan; and

(6) budget and cost effectiveness. In addition any applicant that is currently receiving funds, but plans to submit another proposal for continued work, must also

(7) show evidence of prior project work. Bonus points for innovation and high-need are also possible.

(5) **Directions and Deadlines for Applying**. A Request for Proposals (RFP) and additional application information will be made available by the Georgia Department of Education by April 7, 2014, on its MSP Program website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Math-and-Science-Partnership-.aspx. The original saved as a Microsoft Word document (read-only) or a pdf file on a CD-ROM or jump drive must all be received by 5:00 p.m. on June 12, 2014. Fax and e-mail transmissions are not acceptable. Grants are scheduled to be awarded October 1, 2014. Requests for information should be made to the MSP Program specialist at the Georgia Department of Education, 1754 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.266
Authority: O.C.G.A. § 20-2-14.
History. Original grant description entitled "Title II, Part B Mathematics and Science Partnerships" submitted March 8, 2004.
Submitted: May 24, 2005.
Submitted: Grant entitled "Title II, Part B Mathematics and Science Partnerships (MSP) Program" Nov. 2, 2006.
Submitted: June 26, 2008.
Submitted: Dec. 11, 2008.
Submitted: May 21, 2014.

Rule 160-1-4-.267. Charter School Dissemination Grants.

(1) **Purpose of Program**. The charter schools program is a means by which local schools, private individuals, private organizations, or state or local public entities (excluding home study programs or schools; sectarian or religious schools; private for profit schools; private educational institutions not established, operated, or governed by the State of Georgia; and existing private schools) enter into a performance-based contract with the State Board of Education. The U.S. Congress appropriates funding to provide financial assistance for disseminating information about the charter school and successful practices in the charter school through State dissemination grants.

(2) **Terms and Conditions**. Eligible applicants seeking a dissemination grant must complete an application and commit to the task of disseminating information about the charter school and successful practices in the charter school.

(3) **Eligible Recipients**. Charter schools in operation for at least three consecutive years and that have demonstrated overall success including substantial progress in improving

student achievement, high levels of parent satisfaction, and the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school are eligible for consideration to receive a dissemination grant.

(4) **Criteria for Award**. Competitive grants are awarded based on the criteria listed below.

(a) Assisting other individuals with the planning and startup of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school;

(b) Developing partnerships with other public schools, including charter schools, designed to improve student performance in each of the schools participating in the partnership;

(c) Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and

(d) Conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student achievement. (For the legislative citation, see No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Sec. 5204.)

(5) **Directions and Deadline for Applying**. Application materials are mailed to all charter school operators requesting an application. Application information is posted on the Georgia Department of Education website. For additional information and copies of application materials, contact the Charter School Division, Georgia Department of Education, 2053 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.267
Authority: O.C.G.A. Sec. 20-2-2061.
History. Original grant description entitled "Charter School Dissemination Grants" submitted February 10, 2004.
Submitted: Nov. 2, 2006.

Rule 160-1-4-.268. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.268
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Community Service Grant" submitted January 28, 2005.
Terminated: November 9, 2006.

Rule 160-1-4-.269. Terminated.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.269
Authority: O.C.G.A. Sec. 20-2-14.
History. Original grant description entitled "Title II, Part B Mathematics and Science Partnerships - Safety Initiative" submitted May 24, 2005.
Terminated: November 9, 2006.

Rule 160-1-4-.270. Teacher Quality Advanced Placement Grant.

1. **Purpose of the Grant.** The purpose of the grant is to support local educational agencies' (LEAs) efforts to improve the academic achievement of students and to increase access to college-level courses across the state. The Advanced Placement (AP) Teacher Training Grant will provide financial support for teachers to receive training during the summer of each year funded. This will allow schools to implement these Advanced Placement (AP) courses during the first or second year following training.

2. **Terms and Conditions.** Grants are awarded through a competitive process to LEAs. An LEA may apply for a grant to fund AP teacher training in up to two courses per school. Funding is to partially or fully cover the costs of training expenses, including registration, travel (based on current state rate per mile), meals, and lodging, if necessary. The grant award may not be used for supplies, classroom resources, or stipends. The grant may only be used to train classroom teachers, not administrators. An LEA that is selected as a grant recipient must commit to ensuring that:

   · Teachers participate in training for eligible courses during the summer following the grant award.

   · Selected schools will offer the AP courses for which the teachers received training in the next school year.

3. **Eligible Recipients**. All LEAs are eligible to apply. LEAs that have not utilized at least 80% of their Title II-A AP Teacher Training Grant funds in previous fiscal year are ineligible.

4. **Criteria for Award**. The Georgia Department of Education will convene a panel and facilitate the review of each application. Applications will be ranked based on the number of AP courses offered at each high school and the number of students currently scheduled in AP courses for the school year.

5. **Directions and Deadlines for Applying.** Announcements for grant applications will be sent to the Superintendent and AP Coordinator for each LEA. All application packets must be received electronically by the Georgia Department of Education on or before the date specified. The application packet will provide application dates and portal information for application submission. For questions regarding the Advanced Placement Teacher Training Grant, please contact the Program Manager, College Readiness and Talent Development at the Georgia Department of Education.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.270
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Teacher Quality Advanced Placement Grant" submitted Apr. 4, 2006.
Submitted: Nov. 2, 2006.
Submitted: Feb. 12, 2020.

Rule 160-1-4-.271. Academic Coach Program Grant.

(1) **Purpose of Program**. The Academic Coach Program will provide for the employment of an Academic Coach at a public school based on the teaching and learning needs identified in the annual school improvement plan.

(2) **Terms and Conditions.** Schools may become eligible to receive an Academic Coach Program Grant if they identify, in their annual school improvement plan, how they will utilize an Academic Coach to improve student achievement in any content area tested on CRCT, GHSGT or EOCT. Academic Coaches will work with principals to develop a Focus Plan; the Focus Plan will include a monthly account of the work of the coach and will serve to benchmark the program implementation; evidence of program implementation will include submission of team agendas and minutes, schedules for demonstrating, modeling, and observing lessons, and critical reflections.

(3) **Eligible Recipients.** Georgia public school districts and public schools submitting applications that include letters of system approval to verify Academic Coach Program applications align with system, school, and program goals, as well as a current school improvement plan based on school data and who have teachers, in the school system, who have received Master Teacher certification with the Georgia Professional Standards Commission, as provided for in O.C.G.A. § 20-2-205, will be eligible to receive funds.

(4) **Criteria for Award**.

(a) School districts shall submit school improvement plans as applications to the GaDOE for review by a panel for prioritization of funding. Grant awards are for Georgia Master Teachers to serve one-half of the regular school day at one-half of the state-based salary scale as an Academic Coach.

(b) The GaDOE will convene a review panel and facilitate the review of school improvement plans. Each plan will be reviewed by a minimum of five members of the panel. Each panel member will award a score based on a scoring rubric designed to reflect the Georgia Keys to Quality and the Academic Coach Program components. Ranking of the scores will establish a priority list from which recommendations for grant awards will be made.

(5) **Directions and Deadlines for Applying.** All applications must be received by the Georgia Department of Education, Teacher Quality Division, no later than 5:00 p.m. on the date specified by the Department.Applications from individual schools will not be accepted. All school applications must be a part of a local school district application to be

considered for review. Requests for information should be sent to: Teacher Quality Division, Georgia Department of Education, 205 Jesse Hill Jr. Drive, Suite 1854, Atlanta, GA 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.271
Authority: O.C.G.A. Secs. 20-212.5, 20-2-240.
History. Original grant description entitled "Academic Coach Program Grant" submitted May 3, 2006.
Submitted: Nov. 2, 2006.
Submitted: July 7, 2008.

Rule 160-1-4-.272. Comprehensive Academic Performance System (CAPS) Demonstration Site Grant.

(1) **Purpose of the Program**. The intent of the funding is to provide seed resources to stimulate the adoption of a school-based comprehensive academic performance system that consolidates the use of curriculum standards alignment and pacing, benchmark assessment, differentiated instruction, parent involvement, and public accountability. Use of a web-based accountability system is required.

(2) **Terms and Conditions.** Each participant school, with the support of its affiliated district, must:

(a) Develop and implement an achievement-oriented, comprehensive instructional model that champions standards-based instruction, benchmark assessment, data driven decision-making, differentiated instruction, parent involvement, and public accountability;

(b) Make the time and funding commitments required for the training of leaders, teachers, coaches, parents, community, etc.;

(c) Set annual and benchmark measurable goals for improving learning, teaching and assessment;

(d) Align instruction to state standards for the content that all students should know by grade span and subject;

(e) Conduct formative and summative assessment of student academic achievement at regular intervals;

(f) Utilize results of benchmark student assessments that have clear performance criteria to differentiate instruction;

(g) Publicize student performance statistics at each interval, including statistics by subject, by teacher and by class;

(h) Provide parents with specific information regarding the performance of their students;

(i) Agree to participate in on-going coordination with the GaDOE and school/system project teams.

(3) **Eligible Participants.** All local public school districts that have not already implemented a web-based accountability system are eligible to nominate up to one elementary, middle, and high school to participate in the demonstration project.

(4) **Criteria for Award**. Grant proposals are reviewed for adherence to the terms and conditions described above. Funds are awarded for the following allowable activities:

(a) To compensate an Instructional Coach;

(b) To offset the costs of installing required technology.

(5) **Directions and Deadlines for Applying.** Requests for information and applications should be made to the Policy Division, Georgia Department of Education, 205 Jesse Hill Jr. Drive, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.272
Authority: O.C.G.A. Secs. 20-2-131, 20-2-240.
History. Original grant description entitled "Comprehensive Academic Performance System (CAPS) Demonstration Site Grant" submitted June 19, 2006.

Rule 160-1-4-.273. Title II-A Program Grant.

(1) **Purpose of Program.** There is a lack of equitable student access to highly qualified teachers throughout the state of Georgia. Therefore, the Title II-A program provides grants to local education agencies (LEAs) for schools to develop and support specific programs to improve teacher quality, increase the number of highly qualified teachers in classrooms, and give equitable access to highly qualified teachers for all students in the state.

(2) **Terms and Conditions.** School systems, state schools and/or Georgia Network for Educational and Therapeutic Support (GNETS) centers with a proven spending record of Title II-A funds will have the opportunity to utilize reallocated Title II-A state activity funds to support a specific program to address the need to increase the number of highly qualified teachers in their district. The use of reallocated funds shall be subject to timeframes given by the GaDOE. LEAs must comply with these timeframes to ensure complete expenditure of funds. This grant is not annual but is subject to availability.

(3) **Eligible Recipients(s).** Local school systems, state schools and/or GNETS centers with proven spending record of Title II-A funds, are eligible to receive grants.

(4) **Criteria for Award.** Priority for funding will be given to applications in which the activity leads directly to increasing the number and/or percentage of highly qualified teachers in the district, state school, or GNETS center. This includes such activities as taking content courses, required tests, etc. To determine the recommendation, a committee of five educators will review and score applications using a rubric that includes elements such as need, objectives, project design, program coordination, evaluation, budget narrative and assurances. Applications describing other allowable activities will be funded according to the percentage of Highly Qualified (HQT) teachers reported in the HQT report, with districts with the lowest percentage of HQT teachers given priority over other applicants in the Title II-A area. Funds will be awarded on a competitive basis.

(5) **Directions and Deadlines for Applying.**

(a) To apply for a Teacher Quality program grant, school districts, state schools, or GNETS centers will complete a brief application in which the following information is provided:

1. District demographic data including the number of teachers in the district, state school, or GNETS centers to which the HQT requirements apply, percentage HQT teachers, and a brief description of current highly qualified teacher status.

2. Copy of the goal from the Comprehensive Local Education Agency (LEA) Improvement Plan the activity will address or a statement of the goal if a Comprehensive LEA Improvement Plan was not required.

3. Description of the proposed activity.

4. Description of how the activity will be evaluated.

5. Proposed budget amount will be determined by the GaDOE.

6. Assurance Statement signed by the district Superintendent and Title II-A Coordinator assuring that the funds will be spent and a completion report (financial report and evaluation summary not to exceed one page) submitted by the deadline.

(b) Applications will be submitted electronically to the Professional Standards Commission Title II-A representatives.

(c) All requests for information should be made to: Division of Teacher Quality, Georgia Department of Education, 1854 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.273
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240, 20-2-250.
History. Original grant description entitled "Title IIA Program Grant" submitted January 4, 2007.
Submitted: July 14, 2008.

Rule 160-1-4-.274. American Recovery and Reinvestment Act of 2009 National School Lunch Program Equipment Assistance Grants.

1. **Purpose of Grant.** The purpose of this grant is to improve the infrastructure in the National School Lunch Program (NSLP) and to aid the national economy by providing federal funds made available through the American Recovery and Reinvestment Act of 2009 to local education agencies to purchase equipment for use in the NSLP.

2. **Term and Conditions.** Recipients must meet the federal eligibility criteria specified in Public Law 111-5 and state criteria including application requirements and deadlines for expenditure. Recipients must follow all applicable federal and state procurement requirements. Recipients must justify the degree of need of the equipment and identify the focus area(s) of the requested equipment.

3. **Eligible Recipients.** Local Education Agencies that operate the National School Lunch Program, have 50 percent or more of its students eligible for free or reduced-price meals, and have the ability to spend the grant award within three (3) months of the award are eligible to apply.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described above. Grant awards will be based on percentages of students eligible for free or reduced-price meals, the equipment's priority need, and the estimated cost for the equipment needed.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to School Nutrition Program, Georgia Department of Education, 1662 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.274
Authority: O.C.G.A. Secs. 20-2-14, 20-2-187, 20-2-240.
History. Original grant description entitled "American Recovery and Reinvestment Act of 2009 National School Lunch Program Equipment Assistance Grants" submitted February 5, 2010.

Rule 160-1-4-.275. National School Lunch Program (NSLP) Equipment Assistance Grants for School Food Authorities.

1. **Purpose of Grant.** The purpose of this grant is to improve the infrastructure in the National School Lunch Program (NSLP) by providing federal funds made available in

accordance with Section 7(a)(2) of the Child Nutrition Act of 1966 (42 U.S.C. § 1776(a)(2)) to local School Food (SFA) to purchase equipment for use in the NSLP.

2. **Term and Conditions.** Recipients must meet the federal eligibility criteria and state criteria including application requirements and deadlines for expenditure. Recipients must follow all applicable federal and state procurement requirements. Recipients must justify the degree of need of the equipment and identify the focus area(s) of the requested equipment.

3. **Eligible Recipients.** Eligible recipients are SFAs that operate the National School Lunch Program. Priority will be given to SFAs that did not receive a previous NSLP Equipment Assistance Grant award either under the American Recovery and Reinvestment Act (ARRA) Grant or any subsequent Acts. Priority will also be given to SFAs that serve high needs schools (e.g., schools in underserved areas, schools with limited access to other resources, and age of food service equipment) where 50 percent or more of the enrolled students are eligible for free or reduced-price meals.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described above. Grant awards will be based on percentages of students eligible for free or reduced-price meals and the equipment's priority need, and estimated cost of the equipment needed.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to School Nutrition Program, Georgia Department of Education, 205 Jesse Hill Jr. Ave. SE, 1570 Twin Towers East, Atlanta, Georgia, 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.275
Authority: O.C.G.A. §§ 20-2-14; 20-2-187; 20-2-240.
History. Original grant description entitled "National School Lunch Program (NSLP) Equipment Assistance Grants for School Food Authorities" submitted Feb. 5, 2010.
Submitted: Jan. 4, 2018.

Rule 160-1-4-.276. National School Lunch Program (NSLP) Fresh Fruit and Vegetable Program Grants for School Food Authorities.

1. **Purpose of Grant.** The purpose of this annual federal grant is to improve school climate, school safety, and student health by providing funds for students to receive fresh vegetable or fresh fruit snacks during the school day but outside of the meal periods.

2. **Term and Conditions.** Recipients must meet the federal eligibility criteria and state criteria. Recipients must follow all applicable federal and state procurement requirements.

3. **Eligible Recipients.** Only elementary schools where 50 percent or more of the enrolled students are eligible for free or reduced-price meals in School Food Authorities (SFAs) that operate the National School Lunch Program may apply for the grant. Priority will be

given to SFAs with the greatest percentage of enrolled students eligible for free or reduced-price meals.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described above. Grant awards will be based on percentages of students eligible for free or reduced- price meals, the completeness and correctness of the SFAs application, and evidence that the SFA is in good standing in all of their programs within the NSLP.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to School Nutrition Program, Georgia Department of Education, 1662 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.276
Authority: O.C.G.A. § 20-2-14, 20-2-240.
History. Original grant description entitled "National School Lunch Program (NSLP) Equipment Assistance Grants for School Food Authorities" submitted April 1, 2010.
Submitted: Grant description entitled "National School Lunch Program (NSLP) Fresh Fruit and Vegetable Program Grants for School Food Authorities," received July 7, 2015.

Rule 160-1-4-.277. High Cost Fund for Special Education Services.

1. **Purpose of Grant.** The purpose of this grant is to reimburse Local Education Agencies (LEAs) for funds expended on the education of individual students with Individualized Education Programs (IEPs) whose high costs exceed three times the state per pupil expenditure since, under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400*et seq.*, LEAs may not deny a student with an IEP a service or support due to the cost of that service or support.

2. **Term and Conditions.** Recipients must meet the federal eligibility criteria and state criteria including application requirements and deadlines for expenditure. Recipients must comply with the Individuals with Disabilities Education Act (IDEA) and all federal and state rules and regulations implementing IDEA. The LEA must submit actual invoices or other evidence of payment with its application.

3. **Eligible Recipients.** LEAs that expend three times the state average per pupil expenditure on the education of an individual student with an IEP during the state fiscal year. The LEA must have expended funds on services or supports in accordance with the student's IEP.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described above as well as required documentation and evidence of support. The LEA must submit actual invoices or other evidence of payment with its application. Funds will be prioritized first to those LEAs with students that are wards of the state, then to LEAs with students attending the Georgia School for the Deaf, Georgia Academy for the Blind, or Atlanta Area School for the Deaf,

then to LEAs with students maintained in the community. No LEA will be reimbursed for residential services unless all the Residential and Reintergration funds are exhausted and these funds are not exhausted by high cost students maintained in the local community.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to Division for Special Education Services, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.277
Authority: O.C.G.A. Secs. 20-2-14, 20-2-152, 20-2-240.
History. Original grant description entitled "High Cost Fund for Special Education Services" submitted April 1, 2010.

Rule 160-1-4-.278. State Personnel Development Grant for Special Education.

1. **Purpose of Grant.** The purpose of this grant is to support the implementation of scientifically-based intervention strategies in academics and dropout prevention to increase student achievement in reading and math, increase graduation rates and improve post-secondary outcomes for students with disabilities.

2. **Term and Conditions.** Recipient Local Units of Administrations (LUAs) must meet the federal eligibility criteria and state criteria including application requirements and deadlines for expenditure. Recipients must comply with the Individuals with Disabilities Education Act (IDEA) and all federal and state rules and regulations implementing IDEA. Recipients must maintain data for analysis and reporting. Recipients must submit a budget for approval and complete a quarterly financial report.

3. **Eligible Recipients.** LUAs that create partnerships with Georgia Learning Resource System Centers, local school systems and other agencies to support the implementation of scientifically-based intervention strategies and implement long term evidence-based professional learning activities are eligible for a grant award.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described above and by calculating the total state funds the applicant earned for the teacher in the requested low incidence disability area. Grant awards will be determined based on adherence to identified grant goals outlined by the Georgia Department of Education and the United States Department of Education, Office of Special Education Programs.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to Division for Special Education Supports, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.278
Authority: O.C.G.A. Secs. 20-2-14, 20-2-152, 20-2-240.

History. Original grant description entitled "State Personnel Development Grant for Special Education" submitted April 1, 2010.

Rule 160-1-4-.279. Personnel Devlopment and Parental Involvement Activity Grant for English Language Learners.

1. **Purpose of Grant.** This grant will improve the capacity of participating schools to appropriately serve limited English proficient children, including immigrant children and youth, and will also provide support for needed parental involvement activities.

2. **Term and Conditions.** Recipient Regional Education Service Agencies (RESAs) must provide professional learning opportunities for teachers in Local Educational Agencies (LEAs) with low-density English language learner (ELL) populations. Recipient RESAs must increase parental involvement activities aimed at increasing the ability of the parents and guardians of ELL students to support the academic achievement of their children.

3. **Eligible Recipients.** RESAs that create partnerships with LEAs that have low-density ELL populations.

4. **Criteria for Award.** The grant is awarded based on the capability of the applicant to provide professional development and parental involvement activities to identified LEAs.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to Innovative Academic Programs, Georgia Department of Education, 1758 Twin Towers East, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.279
Authority: O.C.G.A. Secs. 20-2-14, 20-2-156, 20-2-240.
History. Original grant description entitled "Personnel Development and Parental Involvement Activity Grant for English Language Learners" submitted April 1, 2010.

Rule 160-1-4-.280. Title I School Improvement Grants.

(1) **Purpose of Program.** School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

(2) **Terms and Conditions.** Under the final requirements published in the Federal Register in December 2009, School Improvement Grant ("SIG") funds are to be focused on each

State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring ("Tier I schools") and, at an LEA's option, persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds ("Tier II schools"). An LEA may also use School Improvement Grant funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four intervention models: turnaround model, restart model, school closure, or transformation model. The School Improvement Grant funds will remain available for obligation and expenditure through September 30, 2013.

(3) **Eligible Recipients.** In awarding subgrants, an SEA must "give priority to the local educational agencies with the lowest-achieving schools that demonstrate - (A) the greatest need for the funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116." The regulatory requirements expand upon these provisions, further defining LEAs with the "greatest need" for School Improvement Grant funds and the "strongest commitment" to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

To identify the persistently lowest-achieving schools in the State, and SEA must take into account (a) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; (b) the school's lack of progress on those assessments over a number of years in the "all students" group; and (c) the school's graduation rate (less than 60 percent over a three-year period).

(4) **Criteria for Award.** The annual grant award process consists of identifying the persistently lowest-achieving schools eligible for the grant, notifying the local educational agencies and providing the required School Improvement Grant application, reviewing and approving submitted applications, and notifying grantees of awards following State Board of Education Approval.

LEAs must submit a comprehensive School Improvement Grant application to the State educational agency, which must: identify the school intervention model the LEA will implement in each Tier I and Tier II school it commits to serve; demonstrate that the LEA has analyzed the needs of each school, selected an intervention for each school, and has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected; describe actions it has taken, or will take to design and implement interventions consistent with the final requirements; a budget indicating the amount of School Improvement Grant funds the LEA will use to support school improvement activities; include the required assurances; indicate any waivers that the LEA will implement with respect to the School Improvement Grant funds; and include any other provisions required by the United States Department of Education or SEA.

(5) **Directions and Deadlines for Applying.** Requests for information and applications should be directed to the Office of Education Support and Improvement, School Improvement, 1870 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, Georgia 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.280
Authority: O.C.G.A. Secs. 20-2-14, 20-2-240.
History. Original grant description entitled "Title I School Improvement Grants" submitted May 13, 2010.

Rule 160-1-4-.281. High Performance Principals.

1. **Purpose of Grant.** The purpose of this grant is to provide salary supplements to attract quality principals to low performing schools to create a culture of learning and respect and to improve student achievement. The grant serves to develop strong leadership that will be effective in improving and maintaining the academic success of students and encourage high performance principals to accept positions as principals in secondary schools in Georgia that have been identified as Needs Improvement schools.

2. **Term and Conditions.** Recipient Local Education Agencies (LEAs) must have school principals that meet certification, performance, and eligibility criteria. School principals designated as high performance principals must work in a school designated as Needs Improvement. The LEA must submit actual invoices or other evidence of payment with its application. The LEA must contract with the principal and designate the principal as a high performance principal.

3. **Eligible Recipients.** LEAs that employ high performance principals in Needs Improvement schools at the secondary level.

4. **Criteria for Award.** The Georgia Department of Education (GaDOE) screens schools utilizing student achievement performance data to create a pool of eligible schools. GaDOE will examine the pool of eligible schools for principals that have been at the eligible school for at least three years. From this pool, a committee of individuals from GaDOE and the Governor's Office of Student Achievement will review student performance data to recommend high performance principals. The number of awards is based on appropriated funding.

5. **Directions and Deadlines for Applying.** Requests for information and applications should be made to Division of School Improvement, Georgia Department of Education, 1870 Twin Towers East, Atlanta, Georgia, 30334.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.281
Authority: O.C.G.A. Secs. 20-2-14, 20-2-214.1, 20-2-240.
History. Original grant description entitled "High Performance Principals" submitted August 19, 2010.

Rule 160-1-4-.282. Striving Reader Comprehensive Literacy Project.

1. **Purpose of Grant**. The purpose of the grant is to provide federal funds for Local Education Agencies (LEAs) and non-profit early learning providers serving Georgia's neediest students. Funds will be used to implement projects designed to advance literacy skills, reading and writing for students from birth through grade 12.

2. **Term and Conditions**. Grants are awarded through a competitive process to LEA's and not-for-profit early learning providers that agree to develop a system literacy plan, provide classrooms with print rich materials, provide digital content to extend learning, use valid and reliable assessments, provide a schedule consistent with research in order to maximize literacy instruction, and ensure that all leaders and teachers participate in all literacy training. Recipients must agree to participate in an evaluation, attend state sponsored training and submit reports upon request. These reports are collected by the department and sent to the United States Department of Education (USED).

3. **Eligible Recipients**. LEAs that have 35% or more students participating in free or reduced lunch are eligible to apply. Non-profit providers of early learning residing within a district with more than 35% students participating in free or reduced lunch are eligible to apply. Districts will perform a needs assessment to determine that they have selected the neediest schools to include in their sub grant application.

4. **Criteria for Award**. Applications are reviewed by Georgia Department of Education for adherence to the terms and conditions describe in the application. Applications are then sent randomly to approved national readers to be scored. Funding will be awarded based on the following formula: 15% for children birth through age 5, 40% for elementary schools and 40% for students in middle and high school to be distributed evenly. Funds are awarded for a two year cycle. Participation in the project extends through the life of the grant for data reporting purposes.

5. **Directions and Deadlines for Applying**. Requests for information and application should be made to the Striving Reader Office, Georgia Department of Education, 1758 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334, or online at www.doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.282
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Striving Reader Comprehensive Literacy Project" submitted F. Jan. 12, 2012; eff. Feb. 1, 2012.

Rule 160-1-4-.283. Race to the Top Relocation Bonus.

1. **Purpose of Grant**. The purpose of the grant is to provide federal funds to Local Education Agencies (LEAs) to ensure the equitable distribution of effective teachers and leaders in Georgia. Funds will be used to as stipends to encourage the teachers and school leaders to

relocate to rural, high-need schools and then as performance bonuses for meeting academic targets.

2. **Term and Conditions**. Grants are awarded through a competitive process to LEAs that agree to recruit teachers and school leaders to serve in its schools that are in needs improvement status. The LEAs must set and meet performance goals that correlate to the school's and district's strategic plans and missions and provide professional development to its teachers and school leaders. Recipients must agree to evaluate its program and submit reports upon request. These reports are collected by the department and sent to the United States Department of Education (US ED).

3. **Eligible Recipients**. LEAs that have schools that meet the following criteria are eligible to apply for funding for that school:

   The school must be in Needs Improvement Status; the school must not be a SIG recipient or in a Race to the Top district; the school must be located in a rural district; and the district must be in the process of replacing the school's principal for the 2012-2013 school year or have already replaced the principal for the 2011-2012 school year.

   For the purpose of this grant, a "rural LEA" is defined as either (1) an LEA located in a county with a population less than 35,000, (2) an LEA located in a county that has been legislatively designed "rural," or (3) an LEA eligible to receive federal grant funds the Rural and Low-Income School Program or the Small Rural Achievement Program.

4. **Criteria for Award**. Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. Funds are awarded for a two-year cycle. Participation in the project extends through the life of the grant for data reporting purposes.

5. **Directions and Deadlines for Applying**. Requests for information and application should be sent to the School Improvement Director, Georgia Department of Education, 1854 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or to cismith@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.283
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Race to the Top Relocation Bonus" submitted February 16, 2012.

Rule 160-1-4-.284. Dual Language Immersion Program Grants.

1. **Purpose of Grant**. The purpose of the grant is to provide funds to elementary schools to implement dual language immersion programs. Funds will be used to offset costs of implementing a dual immersion program, such as the purchase of textbooks and materials and professional development.

2. **Term and Conditions**. Grants are awarded through a competitive process to elementary schools that agree to implement dual immersion programs. The elementary schools must agree to implement dual immersion programs that: consist of at least two dual immersion sections in Kindergarten; employ at least two teachers for each dual language immersion grade level, one teacher targeting English and one teacher targeting the chosen foreign language; divide the school day so that students spend 50% of the day in English and 50% in the immersion language during the school day; allocate subjects to the English portion of the day or the immersion language portion of the day in accordance with the Georgia model; require parents to sign a commitment to have their children stay in the Dual Language Immersion program through Grade 5; establish a series of interventions for children who encounter serious difficulties; arrange for funding of textbook and instructional materials; reserve interventions for the English portion of the day; reverse the schedule at least once a year; share progress reports provided by the Georgia Department Office of Education with parents; have immersion students participate in external language proficiency testing if funding is available; and monitor the program for adherence to requirements and assurances. Grant recipients must provide appropriate professional development to all immersion teachers and at least one administrator.

3. **Eligible Recipients**. All Georgia elementary schools are eligible to apply.

4. **Criteria for Award**. Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding.

5. **Directions and Deadlines for Applying**. Requests for information and application should be sent to the Program Specialist for International Affairs, Georgia Department of Education, 1770 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or to gbarfield@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.284
Authority: O.C.G.A. § 20-2-240.
History. O.C.G.A. § 20-2-240. History. Original grant description entitled "Dual Language Immersion Program Grants" submitted April 3, 2013.

Rule 160-1-4-.285. Charter School State Facilities Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds to locally-approved and state charter schools for facilities and transportation costs. Funds are used for facility renovation and construction, transportation, and facility support.

2. **Term and Conditions.** Grants are awarded through a competitive process to charter schools. The charter schools must be locally-approved charter schools. The charter school must either own the facility or own the property upon which it plans to build a facility. The charter school may also be in the process of purchasing the facility through a lease-purchase agreement or have a long-term lease that is five years or longer.

3. **Eligible Recipients.** All Georgia locally-approved and state charter schools are eligible to apply.

4. **Criteria for Award.** Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding.

5. **Directions and Deadlines for Applying.** Applications materials are made available on the Georgia Department of Education's website. For additional information, contact the Charter Schools Division, Georgia Department of Education, 2053 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or email Lou Erste at lerste@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.285
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Charter School State Facilities Grant" submitted September 14, 2016.

Rule 160-1-4-.286. Georgia Network for Educational and Therapeutic Support (GNETS) Facilities Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds to eligible Local Units of Administration (LUAs) for facility improvement costs where therapeutic and educational services are provided to students through GNETS (Georgia Network for Educational and Therapeutic Support). Funds are used for facility renovation, modification and construction.

2. **Term and Conditions.** Grants are awarded through a competitive process to LUAs that own facilities where therapeutic and educational services are provided to students through GNETS. The LUAs must also agree to and comply with all conditions listed in the Letter of Assurance, application, and contract.

3. **Eligible Recipients.** All Georgia LUAs that own facilities where therapeutic and educational services are provided to students through GNETS are eligible to apply.

4. **Criteria for Award.** Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding.

5. **Directions and Deadlines for Applying.** Applications will be distributed by email to eligible LUAs. The deadline for submission is 5:00 p.m. on June 9, 2017. For additional information, contact the Facilities Services & Pupil Transportation Division, Georgia Department of Education, 205 Jesse Hill Jr. Drive SE, Suite 1670 Twin Towers East, Atlanta, GA 30334 or email Mike Rowland atmrowland@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.286
Authority: O.C.G.A. § 20-2-240.

History. Original grant description entitled "Georgia Network for Educational and Therapeutic Support (GNETS) Facilities Grant" submitted Apr. 18, 2017.

Rule 160-1-4-.287. Literacy for Learning, Living and Leading in Georgia (L4GA) Project.

1. **Purpose of Grant.** The purpose of the grant is to provide federal funds for Local Education Agencies (LEAs) and their partnering organizations to serve Georgia's students. Funds will be used to implement projects designed to create systemic change by engaging early care providers, schools, community organizations, and teacher educators to advance literacy skills, reading and writing for students from birth through grade 12.

2. **Term and Conditions.** Grants are awarded through a competitive process to LEAs that partner with community coalitions and identify a feeder pattern from birth through grade 12. The LEA-partnerships will develop a systemic literacy plan and create routines for reviewing system-wide data to address systemic issues. LEA-partnerships are expected to engage community organizations, teacher educators, and schools, provide classrooms with print-rich materials, leverage digital learning, use valid and reliable assessments, provide a schedule consistent with research in order to maximize literacy instruction, and ensure that all partners, including school leaders and teachers, participate in professional learning. Recipients must agree to participate in an evaluation, attend state-sponsored training and submit reports upon request. These reports are collected by the Georgia Department of Education and sent to the United States Department of Education (US ED).

3. **Eligible Recipients.** All LEAs are eligible to apply. LEAs will perform a needs assessment to determine that they have selected the neediest schools to include in their subgrant application.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions describe in the application. Applications are then sent randomly to approved national readers to be scored. Funding will be awarded based on the following formula: 15% for children birth through age 5, 40% for elementary schools and 40% for students in middle and high school to be distributed evenly. Funds are awarded for a three-year period, pending annual reports and budget approvals. Participation in the project extends through the life of the grant for data reporting purposes.

5. **Directions and Deadlines for Applying.** Requests for information and application should be made to the L4GA Grant Office, Georgia Department of Education, 1758 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334, or online at www.doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.287
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Literacy for Learning, Living and Leading in Georgia (L4GA) Project" submitted Dec. 12, 2017.

Rule 160-1-4-.288. CTAE Middle School Computer Coding Program (CS4GA).

1. **Purpose of Grant.** The purpose of the grant is to effectively prepare middle school students for more rigorous computer science offerings. Funds will be used to support computer coding programs for middle school students in rural underserved or high poverty school clusters in Georgia.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA) that commit to the expansion of coding programs and computer-based education that are robust and sustainable over time. Each grant shall include funding for equipment, training, curriculum, and teacher professional development, and shall not exceed $25,000. Up to four (4) competitive, school-based grants per LEA may be awarded, with the stipulation of a cash-matching or in-kind basis for the second and fourth school awards.

3. **Eligible Recipients.** LEAs that have middle schools in rural underserved or high poverty school clusters are eligible to apply.

4. **Criteria for Award.** Georgia Department of Education staff review applications for adherence to the terms and conditions described in the application. Points are awarded to each grant, and schools are selected based on pre-determined criteria. Funds are awarded for a one-year period.

5. **Directions and Deadlines for Applying.** Requests for information and application should be made to lplan@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.288
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "CTAE Middle School Computer Coding Program (CS4GA)" submitted July 12, 2018.

Rule 160-1-4-.289. Creating Opportunities Now to Expand Credentialed Training (CONNECT) Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide for renovation, modernization, replacement or purchase of Capital-Related Equipment for the enhancement of programs that are currently certified or in the process of achieving industry certification in educational facilities that align to third-party industry-recognized credentials linked to an occupation that is identified as part of the skilled trade industry.

2. **Term and Conditions.** Each grant shall include funding for the purchase of Capital-Related Equipment for the enhancement of skilled trade industry programs. Grants awarded will range from $25,000 - $100,000. Competitive grants will be awarded to local

educational agencies (LEA) for programs that meet and exceed the teacher credentialing, industry certification, advisory committee, and student credentialing requirements of the grant within the competitive grant timeline.

3. **Eligible Recipients.** LEAs whose high schools meet the following requirements:
   1) be currently industry certified and in good standing or in the process of achieving industry certification;
   2) have a significant need of program upgrade in order to pursue industry certification the following school year;
   3) have a current Advisory Committee to include industry and educational partners that meets at least twice per year; and
   4) be linked to an occupation that is identified as part of the skilled trade industry.

4. **Criteria for Award.** Georgia Department of Education staff review applications for adherence to the terms and conditions described in the application. Points are awarded to each grant, and schools are selected based on pre-determined criteria. Funds are awarded for a one-year period.

5. **Directions and Deadlines for Applying.** Requests for information and application should be made to lplan@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.289
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Creating Opportunities Now to Expand Credentialed Training (CONNECT) Grant" submitted July 12, 2018.

Rule 160-1-4-.290. Title IV, Part A stART Grant.

1. **Purpose of Grant.** The purpose of the Title IV, Part A stART grant is to assist Georgia rural schools and districts in creating new or expanding existing arts programs so that students in these schools and districts have access to a quality arts education program.

2. **Term and Conditions.** Grants are awarded through a competitive process to rural school districts. School districts eligible to receive this grant must also be eligible to receive federal grant funds through the federal Rural and Low-Income School Program or the Small Rural Achievement Program at the time of the application. Grant award funds are one-time funds and must be used during the fiscal year in which they are awarded.

3. **Eligible Recipient(s).** To apply for a stART grant, an applicant must be either (1) a rural K-12 public school district eligible to receive federal grant funds through the federal Rural and Low-Income School Program or the Small Rural Achievement Program or (2) a non-

public school located within the geographic boundaries of a rural K-12 public school district**.** An eligible non-public school must apply through the public school district where the non-public school is located.

4. **Criteria for Award.** Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying.** Links to the application portal are available on the Georgia Department of Education's Title IV, Part A webpage. Applications must be submitted by December 31 or the date indicated in the applications. For additional information, contact the Office of Federal Programs at federalprograms@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.290
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title IV, Part A stART Grant" submitted Oct. 1, 2018.
Submitted: Oct. 19, 2021.

Rule 160-1-4-.291. Title IV, Part A E3 (Entrepreneurship - Enterprise - Education) Grant.

1. **Purpose of Grant.** The purpose of the E3 (Entrepreneurship - Enterprise - Education) grant is to assist rural schools and districts in creating and developing entrepreneurship initiatives. These initiatives will support quality entrepreneurial lessons which will significantly improve student access to entrepreneurships and enterprise and advance the curriculum of CTAE pathways or classes. This Request for Application (RFA) is specifically for the creation of new entrepreneurial lessons and curriculum to expand existing CTAE classes or implement new pathways in rural Georgia.

2. **Term and Conditions.** Grants are awarded through a competitive process to rural school districts. Eligible rural school districts must be those districts eligible to receive federal grant funds through the federal Rural and Low-Income School Program or the Small Rural Achievement Program at the time of the application. The grant awards are one-time funds for use from January 1, 2019 through September 30, 2020.

3. **Eligible Recipient(s).** Public school districts, as well as eligible non-public schools located within the geographic boundaries of these public school districts are eligible to apply for E3 (Entrepreneurship - Enterprise - Education) grants. Multiple public schools within a school district may apply and receive school-level E3 (Entrepreneurship - Enterprise - Education) grants through the district. Eligible non-public schools must apply through the public school district where the grant funding will be awarded and administered. Eligible schools are limited to those serving grades 9 - 12.

4. **Criteria for Award.** Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding.

5. **Directions and Deadlines for Applying.** Application materials are made available on the Georgia Department of Education's website. For additional information, contact the Career, Technical and Agricultural Education Division, Georgia Department of Education, 1752 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or email at E3Grant@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.291
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title IV, Part A E3 (Entrepreneurship - Enterprise - Education) Grant" submitted Nov. 5, 2018.

Rule 160-1-4-.292. Title I, Part A National Distinguished School Grant.

1. **Purpose of Grant.** The purpose of the Title I, Part A National Distinguished School Grant is to award federal funds to two of the top Schoolwide Title I Schools in Georgia for their documented outstanding achievements in education. The grant funds will serve as a reward to these schools for outstanding academic achievement among traditionally underserved subgroups of students. Funds will be used to assist with travel expenses incurred by the schools as the schools serve as Georgia's representatives for the National Association of ESEA State Program Administrators (NAESPA) National Distinguished School Award Ceremony at the NAESPA Conference.

2. **Term and Conditions.** Recipients must meet the eligibility criteria and submit a formal application describing the supplemental initiatives they have put in place that have assisted them in attaining a high level of academic achievement. Grant awards are one-time funds that must be used during the fiscal year in which the funds are awarded.

3. **Eligible Recipient(s).** Schoolwide Title I schools in Georgia that score in the top 5% on the single score of the most current College and Career Ready Performance Index (CCRPI) are eligible to apply.

4. **Criteria for Award.** There are three grant categories in which an eligible school may apply: Category 1: Exceptional student performance and academic growth for two or more consecutive years;Category 2: Closing the achievement gap between student groups for two or more consecutive years; andCategory 3: Excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc.).

   After submission, applications are reviewed for adherence to the terms and conditions described above and are scored by the Georgia Department of Education on the quality of the application and alignment with the grant rubric. Funding will be awarded to the two schools with the highest scores provided that they are not in the same category.

5. **Directions and Deadlines for Applying.** Application materials, including information regarding the deadline, are available on the Georgia Department of Education's website for Academic Achievement Programs (https://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Academic-Achievement-Awards.aspx). For additional information, contact the Federal Programs Division - Title I Department, Georgia Department of Education, 1562 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or email TitleI@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.292
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title I, Part A Distinguished School Grant" submitted Nov. 29, 2018.
Amended: New title, " 160-1-4-.292. Title I, Part A National Distinguished School Grant." Submitted Dec. 7, 2021.

Rule 160-1-4-.293. CS4GA Computer Science Capacity Grant.

1. **Purpose of Grant.** The purpose of the CS4GA Computer Science Capacity Grant is to build instructional capacity around computer science education. Funds will be used to provide professional learning opportunities for teachers including, but not limited to, experiences that lead to a computer science credential.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA), a consortia of LEAs, local charter schools, state charter schools, and eligible partnerships between an LEA and an approved high-quality professional learning provider. The applicants will develop a systemic computer science implementation plan with specific professional learning goals for teachers within the system. Awardees must agree to make their trained teachers available to other LEAs following implementation of grant activities. Awardees will also produce a report at the conclusion of the grant period.

3. **Eligible Recipient(s).** Eligible recipients include LEAs, a consortia of LEAs, local charter schools, state charter schools, and partnerships between an LEA and an approved high-quality professional learning provider.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described in the application. The primary criterion is a plan for the expenditure of grant funds that provides a detailed explanation of the professional learning plan for local teachers. Additional criteria will be based on (a) the number of teachers in a local school system that require training and the number of teachers in a local school system that have already received training; and (b) the willingness of local school systems to make available their teachers who have received training in computer science courses and content to provide computer science instruction in another local school system or systems. Eighty-five percent of grant funds must be directed towards teacher development. Funding will be awarded based on rank according to a rubric and availability of funds.

5. **Directions and Deadlines for Applying.** Requests for information and application should be made to the Georgia Department of Education, Computer Science Program Specialist, Bryan Cox, at bcox@doe.k12.ga.us, Georgia Department of Education, 1762 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or online at www.gadoe.org/computerscience.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.293
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "CS4GA Computer Science Capacity Grant" submitted July 18, 2019.

Rule 160-1-4-.294. CTAE Opportunities Equipment Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds for grants for Career, Technical, and Agricultural Education equipment and film and audio-video equipment. The equipment purchased with these funds shall be essential industry standard equipment for CTAE labs and classrooms. The equipment purchased should enhance the instructional opportunities for the students in the CTAE programs. The grant is available to high school and middle school CTAE programs and the Elementary Agriculture Pilot programs. New or renovated facilities are **not** a requirement of this grant. Preference will be given to systems not receiving Capital Equipment, CONNECT, or AVTF Grants during the past five years.

2. **Term and Conditions.** Each grant shall include funding for the purchase of Capital-Related Equipment for the enhancement of high school and middle school CTAE programs and the Elementary Agriculture Pilot programs. Grants awarded should not exceed the stated maximum amount for each CTAE program/lab/option. Competitive grants will be awarded to local educational agencies (LEA) for programs that meet and exceed the requirements of the grant within the competitive grant timeline. Each application must include a letter from an industry partner describing the need for the proposed equipment, include evidence of an active industry advisory committee, and identify an implementation strategy.

3. **Eligible Recipient(s).** LEAs whose high school or middle school CTAE program or Elementary Agriculture Pilot program meets the following requirements: Have an active industry advisory committee, obtain a letter from an industry partner describing the need for the proposed equipment, and identify an implementation strategy.

4. **Criteria for Award.** Georgia Department of Education staff review applications for adherence to the terms and conditions described in the application. Points are awarded to each grant, and schools are selected based on pre-determined criteria. Funds are awarded for a one-year period.

5. **Directions and Deadlines for Applying.** Requests for information and application should be made to lplan@doe.k12.ga.us. Applications should be submitted by deadline stated on grant application.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.294
Authority: O.C.G.A. § 20-2-240.
History. Original Grant Description entitled "CTAE Opportunities Equipment Grant" submitted August 14, 2019.

Rule 160-1-4-.295. Title I Section 1003 School Improvement Rural Resource Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide additional, one-time funds for identified schools in rural areas to focus their efforts in increasing student achievement through addressing Georgia's Systems of Continuous Improvement, including coherent instruction, effective leadership, supportive learning environment, professional capacity, and family and community engagement.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA). Grant awards must be used during the fiscal year in which the funds are awarded. Awardees must also produce a report at the conclusion of the grant period.

3. **Eligible Recipient(s).** Eligible applicants must be LEAs serving Title I schools identified as comprehensive support and improvement, targeted support and improvement, or comprehensive support and improvement promise as defined by the Every Student Succeeds Act (ESSA). In addition, the LEA must be considered rural as defined by the Title V, Part B section of ESSA, which is the Rural Education Initiative. LEAs with federally identified schools may also apply for a districtwide grant to enhance their efforts to support the identified schools within their district.

4. **Criteria for Award.** The Rural Resource Grant activity/project/program/intervention must:

   · Respond to a need identified in the comprehensive needs assessment and/or Georgia School Assessment of Performance on Systems (GSAPS) review;

   · Focus on Georgia's Systems of Continuous Improvement: Coherent Instruction, Effective Leadership, Supportive Learning Environment, Professional Capacity, and/or Family and Community Engagement; and

   · Include strong, moderate, or promising evidence-based interventions.

Georgia Department of Education staff review applications for adherence to the terms and conditions described in the application. Funding will be awarded based on rank according to a rubric and availability of funds. Funds are awarded for a one-year period.

5. **Directions and Deadlines for Applying.** Information about the grant can be found on the Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting Amy Alderman, Program Manager, at aalderman@doe.k12.ga.us, Georgia Department of Education, 1854 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.295
Authority: O.C.G.A. § 20-2-240.
History. Original Grant Description entitled "Title I Section 1003 School Improvement Rural Resource Grant" submitted November 6, 2019.

Rule 160-1-4-.296. Title I Section 1003 School Improvement Georgia's Systems of Continuous Improvement Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds for federally identified schools to focus their efforts in increasing student achievement through addressing Georgia's Systems of Continuous Improvement, including coherent instruction, effective leadership, supportive learning environment, family and community engagement, and professional capacity.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA). Grant award funds must be used during the fiscal year in which the funds are awarded. Awardees must also produce a report at the conclusion of the grant period.

3. **Eligible Recipient(s).** Eligible applicants must be LEAs serving Title I schools identified as comprehensive support and improvement, targeted support and improvement, or comprehensive support and improvement promise as defined by the Every Student Succeeds Act (ESSA). LEAs with federally identified schools may also apply for a districtwide grant to enhance their efforts to support the identified schools within their district.

4. **Criteria for Award.** The Georgia's Systems of Continuous Improvement Grant activity/project/program/intervention must:

   * Respond to a need identified in the comprehensive needs assessment and/or Georgia School Assessment of Performance on Systems (GSAPS) review;

* Focus on Georgia's Systems of Continuous Improvement: Coherent Instruction, Effective Leadership, Supportive Learning Environment, Professional Capacity, and/or Family and Community Engagement; and

* Include strong, moderate, or promising evidence-based interventions.

Georgia Department of Education staff review applications for adherence to the terms and conditions described in the application. Funding will be awarded based on rank according to a rubric and availability of funds. Funds are awarded for a one-year period.

5. **Directions and Deadlines for Applying.** Information about the grant can be found on the Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting Amy Alderman, Program Manager, at aalderman@doe.k12.ga.us, Georgia Department of Education, 1854 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.296
Authority: O.C.G.A. § 20-2-240.
History. Original Grant Description entitled "Title I Section 1003 School Improvement Georgia's Systems of Continuous Improvement Grant" submitted November 6, 2019.

Rule 160-1-4-.297. Title IV, Part A English Language Arts Summer Literacy Mini-Grant.

1. **Purpose of Grant.** The purpose of the Summer Literacy mini-grant is to assist media specialists in rural schools and districts in creating, developing, and implementing summer learning initiatives that support literacy education and improve student outcomes in English Language Arts & Literacy. The grant is specifically for the implementation of new summer literacy opportunities or the expansion of existing literacy opportunities, during the summer, in rural Georgia.

2. **Term and Conditions.** Grants are awarded through a competitive process to eligible rural school districts. Eligible rural school districts must be those districts eligible to receive federal grant funds through the federal Rural and Low-Income School Program or the Small Rural Achievement Program at the time of the application. The grant awards are one-time funds for use from the end of the regular school year to the beginning of the next school year (summer break). Funds must be expended or encumbered prior to the grant's expiration date and cannot be transferred to another program or carried over to another fiscal year.

3. **Eligible Recipient(s).** Rural K-12 public school districts (identified by the current fiscal year's Rural and Low-Income Schools ("RLIS") report), as well as eligible non-public schools located within the geographic boundaries of these public school districts are

eligible to apply for Summer Literacy mini-grants**.** There are two ways that applications can be submitted: (1) Local Educational Agencies (LEAs) may apply for a single grant award that must be disbursed to the school(s) specified on the application, or (2) individual schools within the LEA may apply for a single award where awarded funds will be directed only to the single school submitting the application.

4. **Criteria for Award.** The Summer Literacy applications are reviewed and scored by the Georgia Department of Education. Applications recommended for funding will be rank ordered by averaged scores. Provided that there is sufficient funding and approval by the State Board of Education, grant awards will be issued to the top 25 applicants who meet the minimum score as identified in the application. Summer Literacy mini-grant award projects must increase access to summer literacy learning opportunities, as well as serve as a foundation to excellence in the prevention of academic gaps during the summer months.

5. **Directions and Deadlines for Applying.** Application materials are made available on the Georgia Department of Education's website. For additional information, contact the Teaching and Learning Division, Georgia Department of Education, 1766 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334 or email Anisha Donald, English Language Arts Program Specialist, at adonald@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.297
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title IV, Part A English Language Arts Summer Literacy Mini-Grant" submitted Mar. 4, 2020.

Rule 160-1-4-.298. Title I Section 1003 School Improvement Digital Learning Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds for federally identified schools to meet digital learning needs. Funds will be used to support equity and access to the necessary tools and resources for digital learning and provide opportunities for school staff to stay connected with students.

2. **Term and Conditions.** Grants are awarded through a competitive process to eligible local educational agencies (LEA). LEA recipients must (1) respond to a need identified in its comprehensive needs assessment, (2) focus on virtual learning and remote access supports, and (3) include strong, moderate, or promising evidence-based interventions. Recipients must also agree to produce a report at the conclusion of the grant period. Grant award funds must be used during the federal fiscal year in which the funds are awarded.

3. **Eligible Recipient(s).** Eligible applicants must be LEAs serving Title I schools identified as either (1) comprehensive support and improvement, (2) targeted support and improvement, or (3) comprehensive support and improvement promise as defined by the Every Student Succeeds Act.

4. **Criteria for Award.** Georgia Department of Education staff will review applications for adherence to the terms and conditions described in the application. Funding will be awarded based on a per pupil expenditure. Funds are awarded for a one-year period.

5. **Directions and Deadlines for Applying.** Information about the grant can be found on the Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting Amy Alderman, Program Manager, at aalderman@doe.k12.ga.us, Georgia Department of Education, 1854 Twin Towers East, 205 Jesse Hill Drive, Atlanta, GA 30334. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.298
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title I Section 1003 School Improvement Digital Learning Grant" submitted Apr. 2, 2020.

Rule 160-1-4-.299. Graduate Ready to Attain Success in Postsecondary ("GRASP") Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide financial support to eligible high schools as they work to increase their students' likelihood of graduating high school, completing postsecondary programs, and productively participating in the workforce.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies ("LEA") that have at least one eligible high school. An "eligible high school" is a high school that has a four-year cohort graduation rate below 75% for the immediately preceding school year.

   LEAs shall use the funds at the eligible high school to provide an additional counselor. The counselor shall implement programs that assist identified high school at-risk students in achieving academic, personal, social, and career development success. The counselor shall support high school counseling programs that work with identified high school at-risk students. The counselor must also support middle school counseling programs for targeted at-risk middle school students who are zoned to attend the eligible high school. The LEA shall ensure that the caseload of the counselor shall comply with all requirements outlined in the application.

   The grant awards are one-time funds for use at the eligible high school(s) during the fiscal period outlined in the application. There is no allowability for carryover.

3. **Eligible Recipient(s).** This competitive grant is open to LEAs that have at least one public high school that was awarded GRASP funds in the previous fiscal year and all other LEAs that have an eligible high school, as defined in the Term and Conditions.

4. **Criteria for Award.** Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on the quality of the application, the alignment with the grant rubric, and available funding.

5. **Directions and Deadlines for Applying.** Information about the grant, including the deadline, can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting the Office of School Improvement at Sigrant@doe.k12.ga.us. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.299
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Graduate Ready to Attain Success in Postsecondary ("GRASP") Grant" submitted June 15, 2021.
Submitted: Apr. 12, 2022.

Rule 160-1-4-.300. Title I, Part A, Section 1003 School Improvement Supporting Unlimited Critical and Comprehensive Educational Success for Students (SUCCESS) Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds to local educational agencies (LEA) with federally identified schools to support leaders, teachers, and families in meeting the needs of each student and to improve outcomes for specific subgroups.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA) with federally identified schools. LEAs must (1) respond to a need identified in its comprehensive needs assessment, (2) focus on supports for subgroups to increase student achievement, and (3) select one of the strong, moderate, or promising evidence-based interventions identified within the grant application. Recipients must also agree to produce a report at the conclusion of the grant period. Grant award funds are one-time funds and must be used during the fiscal year in which the funds are awarded. There is no allowability for carryover.

3. **Eligible Recipient(s).** Eligible applicants must be LEAs serving Title I schools identified as either (1) comprehensive support and improvement, (2) targeted support and improvement, or (3) comprehensive support and improvement promise as defined by the Every Student Succeeds Act.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying.** Information about the grant can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting the Office of School Improvement at schoolimprovement@doe.k12.ga.us. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.300
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title I, Part A, Section 1003 School Improvement Supporting Unlimited Critical and Comprehensive Educational Success for Students (SUCCESS) Grant" submitted Aug. 17, 2021.

Rule 160-1-4-.301. Literacy for Learning, Living and Leading in Georgia (L4GA) ARP/ESSER Supplemental Awards Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide federal funds for Local Education Agencies (LEAs) and their partnering organizations to serve Georgia's students. Funds will be used to implement projects designed to create systemic change by engaging early care providers, schools, community organizations, and teacher educators to advance literacy skills, reading and writing for students from birth through grade 12.

2. **Term and Conditions.** Grants are awarded through a competitive process to LEAs that partner with community coalitions and identify a feeder pattern from birth through grade 12. The LEA-partnerships will develop a systemic literacy plan and create routines for reviewing system-wide data to address systemic issues. LEA-partnerships are expected to engage community organizations, teacher educators, and schools, provide classrooms with print-rich materials, leverage digital learning, use valid and reliable assessments, provide a schedule consistent with research in order to maximize literacy instruction, and ensure that all partners, including school leaders and teachers, participate in professional learning. Recipients must agree to administer valid and reliable formative assessments and submit reports upon request to the Georgia Department of Education

3. **Eligible Recipients.** All LEAs are eligible to apply. LEAs will perform a needs assessment to determine that they have selected the neediest schools to include in their subgrant application.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions describe in the application. Applications are then sent randomly to approved national readers to be scored. Funding will be awarded based on the following formula: 15% for children birth through age 5, 40% for elementary schools, and 40% for students in middle and high school to be distributed evenly. These funds are awarded for a three-year period. Participation in the project extends through September 30, 2024.

5. **Directions and Deadlines for Applying.** Requests for information and application should be made to the L4GA Grant Office, Georgia Department of Education, 1562 Twin Towers East 205 Jesse Hill Jr. Drive Atlanta, GA 30334 or online at www.doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.301
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Literacy for Learning, Living and Leading in Georgia (L4GA) ARP/ESSER Supplemental Awards Grant" submitted Sep. 27, 2021.

Rule 160-1-4-.302. Title I, Part A, Section 1003 School Improvement Supporting Multi-Sensory Reading Instruction Training Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds to local educational agencies (LEA) with federally identified elementary schools to support leaders and teachers in the teaching of reading to meet the needs of each student and to improve outcomes for specific subgroups.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA) with federally identified schools. LEAs must (1) respond to a need identified in its comprehensive needs assessment, (2) focus on supports for subgroups to increase student achievement in reading, and (3) select one of the strong, moderate, or promising evidence-based interventions identified within the grant application. Recipients must also agree to produce a report at the conclusion of the grant period. Grant award funds are one-time funds and must be used during the fiscal year in which the funds are awarded. There is no allowability for carryover.

3. **Eligible Recipient(s).** Eligible applicants must be LEAs serving Title I elementary schools identified as either (1) comprehensive support and improvement, (2) targeted support and improvement, or (3) comprehensive support and improvement promise, as these categories are defined in the Every Student Succeeds Act.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying.** Information about the grant, including the deadline, can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting the Office of School Improvement at schoolimprovement@doe.k12.ga.us. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.302
Authority: O.C.G.A. § 20-2-240.

History. Original grant description entitled "Title I, Part A, Section 1003 School Improvement Supporting Multi-Sensory Reading Instruction Training Grant" submitted Nov. 17, 2021.

Rule 160-1-4-.303. Instructional Supports and Teacher Training to Address Readiness in Literacy Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds to local educational agencies (LEA) to support leaders and teachers in the teaching of reading to meet the needs of each student and to improve outcomes for specific subgroups.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA). LEAs must (1) respond to a need identified in its comprehensive needs assessment, (2) focus on supports to increase student achievement in reading, and (3) select one of the interventions identified within the grant application. Recipients must also produce a report at the conclusion of the grant period. Grant award funds are one-time funds and must be used during the fiscal year in which the funds are awarded. There is no allowability for carryover.

3. **Eligible Recipient(s).** Eligible applicants must be LEAs serving Title I elementary schools.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying.** Information about the grant, including the deadline, can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting the Office of School Improvement at schoolimprovement@doe.k.12.ga.us. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.303
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Instructional Supports and Teacher Training to Address Readiness in Literacy Grant" submitted Dec. 21, 2021.

Rule 160-1-4-.304. Rural Education Innovation Grant for STEM/STEAM.

1. **Purpose of Grant.** The purpose of the Rural Education Innovation Grant for STEM/STEAM is to start or supplement existing STEM and STEAM programs and activities that help students make connections between the content standards, their

passions and curiosities, and strategic partnership experiences within the local or regional community.

2. **Terms and Conditions.** Grants are awarded through a competitive process to eligible schools and districts to provide one or more of the following: (1) exposure to and a hands-on learning experience in STEM/STEAM, (2) collaboration among STEM/STEAM programs that occur during the school day and those that occur during out-of-school time, or (3) the integration of academic subjects into STEM/STEAM curriculum. All recipients must submit a completion report and all other reports required by the GaDOE. The grant awards are one-time funds for use during the fiscal year of the award.

3. **Eligible Recipient(s).** Eligible applicants must be either (1) a rural K-12 public school or district eligible to receive federal grant funds through the Federal Rural and Low-Income School Program or the Small Rural Achievement Program and located and served by either the First District Regional Educational Service Agency or the Southwest Georgia Regional Educational Service Agency, or (2) a non-public school located within the geographic boundaries of the aforementioned public school districts. An eligible non-public school must apply through the public school district where the non-public school is located.

4. **Criteria for Award.** Applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying.** Links to the application portal and information regarding the application deadline are available on the Georgia Department of Education's Title IV, Part A webpage. For additional information, contact the Office of Federal Programs at federalprograms@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.304
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Rural Education Innovation Grant for STEM/STEAM" submitted Jan. 6, 2022.

Rule 160-1-4-.305. Georgia Leadership Institute for School Improvement (GLISI) Base Camp and Leadership Professional Learning Grant.

1. **Purpose of Grant.** The purpose of the grant is to provide funds to local educational agencies (LEA) to support leaders and teachers in building strategies to advance improvement efforts in their schools.

2. **Term and Conditions.** Grants are awarded through a competitive process to LEAs. Applicant LEAs must (1) respond to a need identified in their comprehensive needs assessment and (2) identify specific improvement goals. Recipient LEAs must produce a

report at the conclusion of the grant period. Grant award funds are one-time funds and must be used during the fiscal year in which the funds are awarded. There is no allowability for carryover.

3. **Eligible Recipient(s).** Eligible applicants must be rural LEAs with a Comprehensive Support and Improvement (CSI) school(s). CSI Alternative schools and CSI schools that have previously attended a GLISI Base Camp and Leadership Summit are not eligible for this grant.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying.** Information about the grant, including the deadline, can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting the Office of School Improvement at schoolimprovement@doe.k12.ga.us. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.305
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Georgia Leadership Institute for School Improvement (GLISI) Base Camp and Leadership Professional Learning Grant" submitted Jan. 24, 2022.

Rule 160-1-4-.306. Alternative Fuel Incentive Funding for School Buses Grant.

1. **Purpose of Grant.** The purpose of this grant is to incentivize Local Educational Agencies ("LEAs") to purchase new school buses that are powered by certain alternative fuels, i.e., electric, compressed natural gas, or propane.

2. **Term and Conditions.** Recipients must submit a completed application. A recipient may receive *up to* the set amounts per bus based on the type of bus purchased. The recipient must also agree to:

   (i) Comply with all state and federal laws, as well as State Board of Education rules and guidelines, pertaining to the purchase, operation, and maintenance of the school bus(es).

   (ii) Follow the policies, guidelines, and regulations of the Regulatory Compliance Commission of the Department of Public Safety and the State of Georgia concerning general obligation bonds, as outlined in the School Bus Commitment Letter provided for the current fiscal year.

(iii) Limit the use of these grant funds to the purchase of the bus(es). These funds cannot be used towards a lease, lease purchase plan, or lease payment.

(iv) Purchase bus(es) from the Georgia Department of Administrative Services' statewide contract or bid by the LEA's normal procurement practices.

(v) Provide a vehicle identification number for each bus when seeking reimbursement.

(vi) Use the bus(es) for a governmental purpose through February 1, 2031.

(vii) Not lease or otherwise permit the bus(es) to be used by private entities for non-governmental activities.

(viii) Submit invoices and necessary documentation within 90 days of the delivery of a purchased school bus. Reimbursement will not exceed the amounts allocated per bus.

(ix) Submit a Bus Commitment Letter that references critical spend down milestones established by the IRS Code generally at three months, three years, and five years.

(x) Submit all reimbursement requests to the Georgia Department of Education by the date identified in the application unless there is a mutual agreement to extend the spending period.

3. **Eligible Recipient(s).** All LEAs are eligible to apply for these grant funds.

4. **Criteria for Award.** Applications are reviewed by the Georgia Department of Education for adherence to the terms and conditions described in the application. Grant awards will be distributed on an application-by-application basis in the order they were received.

5. **Directions and Deadlines for Applying.** Information regarding the application process, including the deadline, will be communicated to LEA Transportation Directors or their designees. For additional information, please contact the Pupil Transportation Division, Georgia Department of Education, 1562 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334 or Sarah Morris at smorris@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.306
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Alternative Fuel Incentive Funding for School Buses Grant" submitted Feb. 3, 2022.

Rule 160-1-4-.307. Computer Science Capacity II Grant.

1. **Purpose of Grant.** This grant will support the development of computer science teacher capacity in public schools in Georgia that have not previously offered the AP Computer Science Principles course.

2. **Term and Conditions.** Grants are awarded through a competitive process to local educational agencies (LEA). Each recipient LEA shall use the grant funds for the growth and development of the teacher(s) identified in the application. The funds must be used for at least one of the following activities: paying for a Computer Science endorsement, paying for the summer AP Institute workshop, or paying for training with a curriculum or equipment provider. The funds may also be used pay a stipend to the identified teacher. Grant funds are one-time funds and must be expended during the fiscal year in which they are awarded. There is no allowability for carryover.

3. **Eligible Recipient(s).** All LEAs are eligible to apply.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding. Priority points will be awarded to rural LEAs, LEAs that have schools that have not offered the AP Computer Science Principles course, and LEAs that have schools that intend to offer the AP Computer Science Principles course in the school year immediately following the grant award.

5. **Directions and Deadlines for Applying.** Information regarding the application process, including the deadline, will be communicated to Career, Technical, and Agricultural Education Directors and Curriculum Directors. For additional information, please contact Bryan Cox, Lead Computer Science Program Specialist, Curriculum and Instruction, Georgia Department of Education, at bcox@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.307
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Computer Science Capacity II Grant" submitted Mar. 16, 2022.

Rule 160-1-4-.308. Graduates Ready to Attain Success in Postsecondary (GRASP) Student Transition Support Grant.

1. **Purpose of Grant.** The GRASP Student Transition Support Grant provides funding to current school year GRASP Grant awardees to support transition programs between elementary, middle, and high school levels for at-risk students to promote academic success. The grant will support high schools currently in a GRASP cohort and their feeder elementary and middle school(s).

2. **Term and Conditions.** Grants are awarded through a competitive process. LEAs must respond to a need identified in their comprehensive needs assessment and identify specific transition support goals. Recipients must also agree to produce a report at the conclusion

of the grant period. Grant award funds are one-time funds and must be used during the fiscal year in which the funds are awarded. There is no allowability for carryover.

3. **Eligible Recipient(s).** LEAs that are current school year GRASP Grant awardees are eligible to apply. Individual schools are not eligible to apply.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding.

5. **Directions and Deadlines for Applying.** Information about the grant, including the deadline, can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage (https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) or by contacting the Office of School Improvement at Sigrant@doe.k12.ga.us. Information about the grant will be shared with all eligible districts.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.308
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Graduates Ready to Attain Success in Postsecondary (GRASP) Student Transition Support Grant." Submitted Apr. 4, 2022.

Rule 160-1-4-.309. Sources of Strength Materials Grant.

1. **Purpose of Grant**. The purpose of the Sources of Strength Materials Grant is to provide training materials to sustain the implementation of the Sources of Strength program.

2. **Term and Conditions.** Grants are awarded through a competitive process to eligible local educational agencies (LEAs) that participated in the Sources of Strength training. Recipients must use grant funds to purchase training materials needed to support the Sources of Strength program. Grant recipients must also produce a report at the conclusion of the grant period that includes a list of purchased materials, their purpose, and training logs. All grant funds must be used by the end of the grant period. No carryover is allowed.

3. **Eligible Recipient(s).** LEAs that previously participated in the Sources of Strength training and are ready to implement the Sources of Strength program are eligible to apply. Individual schools are not eligible to apply.

4. **Criteria for Award.** Applications will be reviewed and scored by the Georgia Department of Education. The total amount of grant funds available will be divided by the number of eligible schools to determine the award amount for each LEA.

5. **Directions and Deadlines for Applying.** Information about the grant, including the deadline, will be communicated to School Climate Specialists. For additional information, please contact the Office of School Climate, Georgia Department of Education, 1562 Twin

Towers East, 205 Jesse Hill Jr. Drive, SE, Atlanta Georgia 30334 or Rebecca Blanton at rblanton@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.309
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Sources of Strength Materials Grant" submitted June 14, 2022.

Rule 160-1-4-.310. Computer Science Opportunity Grant.

1. **Purpose of the Grant**. The purpose of the Computer Science Opportunity Grant is to (1) build a community for computer science teachers that will provide professional support for instruction, practice, and pedagogy and (2) promote the use of physical computing as a means to engage students in computer science education.

2. **Term and Conditions**. Grants are awarded through a competitive process to local educational agencies (LEA). Grant recipients must use the funding to obtain memberships for identified teachers, who have not previously benefitted from this grant, to join a local and national computer science teacher consortium and to pay for registration costs to attend a national computer science teacher conference. Additionally, grant recipients must purchase a class set of physical computing devices and receive the necessary professional training for implementation and use. Grant recipients must submit a completion report and all other reports required by the Georgia Department of Education (GaDOE). Only one grant will be awarded per LEA per fiscal year.

3. **Eligible Recipient(s)**. All LEAs are eligible to apply on behalf of eligible educators. An eligible educator is an individual teaching at least one computer science course, which includes both discrete computer science courses and courses that integrate computer science, such as gifted or STEM courses, in a K-12 Georgia public school during the current school year.

4. **Criteria for Award.** Applications are reviewed by GaDOE for adherence to the terms and conditions described in the application.

5. **Directions and Deadlines for Applying.** Application materials, including information regarding the deadline, are available on GaDOE's Computer Science webpage. For additional information, please contact Bryan Cox, Lead Computer Science Program Specialist, Curriculum and Instruction, Georgia Department of Education, at bcox@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.310
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Computer Science Opportunity Grant." Submitted March 22, 2023.

Rule 160-1-4-.311. Individuals with Disabilities Education Act (IDEA) Rural Grant.

1. **Purpose of Grant**. The purpose of the Individuals with Disabilities Education Act (IDEA) Rural Grant is to provide rural local educational agencies (LEA) in Georgia with federal funding to support the needs of their students with disabilities.

2. **Term and Conditions**. Eligible grant recipients must submit a completed application. Awarded grant funds must be expended to provide one or more of the following: (1) adaptive equipment, (2) professional learning, or (3) instructional materials for students with disabilities. Grant recipients must submit a completion report and all other reports required by the GaDOE. The grant awards are one-time funds for use during the fiscal year of the award.

3. **Eligible Recipient(s**). Eligible grant recipients are LEAs that are eligible to receive federal grant funds through the Federal Rural and Low-Income School Program or the Small Rural Achievement Program.

4. **Criteria for Award**. Applications are reviewed by the GaDOE for adherence to the terms and conditions described in the application. All recipients will receive 100% of their proposed budget until funds are exhausted. No partial grants will be awarded.

5. **Directions and Deadlines for Applying**. The Division of Rural Education Initiatives will provide information about the grant to all eligible districts. Additionally, information about the grant, including eligibility requirements and the deadline, may be obtained by contacting the Georgia Department of Education Division of Special Education Services and Supports at specialeducation@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.311
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Individuals with Disabilities Education Act (IDEA) Rural Grant." Submitted March 22, 2023.

Rule 160-1-4-.312. Cultivating Teachers Grant.

1. **Purpose of Grant**. The purpose of the Cultivating Teachers Grant is to provide professional learning and educator recruitment support to increase interest in the field of education in local educational agencies (LEA) that offer courses in the Teaching as a Profession pathway.

2. **Term and Conditions**. Grants are awarded through a competitive process to eligible LEAs to (1) provide training on the best practice to reach middle and high students to build connection and awareness of the education profession, (2) provide professional learning opportunities and resources on engaging learning activities that increase the students

understanding of the profession of teaching, and (3) create or provide recruitment resources that supports the teacher's ability to invite identified students to participate using best practices. Grant recipients must submit all required completion documentation. Completion data shall include the summary of the activities plan, a detailed expenditure report, including supporting documentation for goods and services provided or received, and artifacts of what was accomplished. The grant awards are one-time funds for use during the fiscal year of the award. There is no allowability for carryover.

3. **Eligible Recipient(s).** LEAs that offer courses related to the Teaching as a Profession pathway during the grant period are eligible to apply.

4. **Criteria for Award.** All applications are reviewed and scored by the Georgia Department of Education. Funding will be awarded based on rank (the highest score first) and available funding.

5. **Directions and Deadlines for Applying.** Application materials, including information regarding the deadline, are available on GaDOE's Educator Support and Development webpage. For additional information, please contact Shauntice Wheeler, Title II & Educator Pipeline Support Program Manager, Georgia Department of Education, at swheeler@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.312
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Cultivating Teachers Grant." Submitted March 22, 2023.

Rule 160-1-4-.313. Title I, Section 1003 School Improvement Leadership Development (SILD) Grant.

1. **Purpose of Grant**. The purpose of the Title I, Section 1003 SILD Grant is to provide federally-identified Comprehensive Support and Intervention (CSI) schools funding for leaders to effectively lead, maintain, and support continuous improvement.

2. **Term and Conditions**. An eligible grant recipient must submit a completed application that (1) responds to a leadership need identified in its comprehensive needs assessment and (2) identifies professional development supports and learning opportunities focused on developing leaders and creating leadership pipelines. Grant funds must be utilized on strong, moderate, or promising evidence-based leadership training. Grant recipients must submit a completion report and all other reports required by the Georgia Department of Education (GaDOE). The grant awards are one-time funds for use during the fiscal year of the award.

3. **Eligible Recipient(s**). Eligible applicants must be local educational agencies (LEA) serving Title I schools identified as CSI as defined by the Every Student Succeeds Act.

LEAs with more than one federally-identified CSI school may submit one application for all eligible schools.

4. **Criteria for Award**. GaDOE will review grant applications for completeness and compliance with application and eligibility guidelines. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for funding consideration. Funding will be awarded based on rank (the highest score first) Applicants scoring sixty or below will not be awarded funds.

5. **Directions and Deadlines for Applying**. Information about the grant, including the application and deadline, can be found on the Office of School Improvement, Division of School and District Effectiveness's webpage. Interested LEAs may also contact the Office of School Improvement at schoolimprovement@doe.k12.ga.us for additional information.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.313
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Title I, Section 1003 School Improvement Leadership Development (SILD) Grant." Submitted March 22, 2023.

Rule 160-1-4-.314. Georgia Outdoor Learning Demonstration (GOLD) Grant.

1. **Purpose of Grant.** The purpose of the GOLD grant is to allow interested local educational agencies (LEAs) and non-formal environmental education providers to launch, revitalize, or expand outdoor learning opportunities of their choice.

2. **Term and Conditions.** Grants are awarded through a competitive process for recipients to provide professional learning, to improve to outdoor learning spaces, to purchase outdoor learning teaching supplies, or to provide field trips to nature centers or field investigations. Grant recipients must submit a completion report and all other reports required by the Georgia Department of Education (GaDOE). The grant awards are one-time funds for use during the fiscal year of the award.

3. **Eligible Recipient(s).** Eligible applicants are LEAs and non-formal environmental education providers.

4. **Criteria for Award.** Grant applications will be reviewed and scored by a team of individuals consisting of GaDOE staff members and external stakeholders who are interested in science and outdoor learning. Funding will be awarded based on rank (highest score first), geographic location, and availability of grant funds.

5. **Directions and Deadlines for Applying.** Information about the grant, including the application and deadline, will be shared directly with all LEAs. Additional requests for information should be made to Matt Cardoza, Director of External Affairs & K-12 Public Health Liaison, at mcardoza@doe.k12.ga.us.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.314
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Georgia Outdoor Learning Demonstration (GOLD) Grant." Submitted March 23, 2023.

Rule 160-1-4-.315. Individuals with Disabilities Education Act Capacity Building Grant.

1. **Purpose of Grant**. The purpose of the Individuals with Disabilities Education Act Capacity Building Grant is to provide local educational agencies ("LEA") and Georgia Network for Educational and Therapeutic Support ("GNETS") with federal funding to support students with disabilities in one or more of the following priority areas: (1) dyslexia supports, (2) multi-sensory reading initiatives, (3) therapeutic services, or (4) evidenced-based reading programs.

2. **Term and Conditions**. Grants are awarded through a competitive process. LEAs and GNETS fiscal agents must use grant funds to provide funding for professional development, related supplies, and contracted services to support the identified priority areas and students. Eligible recipients must submit a (1) plan for use of funds, (2) plan for monitoring and evaluation, and (3) proposed budget and funding request. All recipients must submit a completion report and all other reports required by the Georgia Department of Education ("GaDOE"). The grant awards are one-time funds for use during the fiscal year of the award.

3. **Eligible Recipient(s**). Eligible recipients must be an LEA or a GNETS fiscal agent to receive federal grant funds.

4. **Criteria for Award**. All LEAs and GNETS fiscal agents that are eligible to receive federal grant funds may request to receive this grant. All recipients will receive their equitable share based on size and the number of students until funds are exhausted. GaDOE will review grant applications for completeness and compliance with application and eligibility guidelines. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for funding consideration.

5. **Directions and Deadlines for Applying**. Information about the grant, including the application and deadline, can be found on GaDOE's Division of Special Education Services and Supports' webpage or by contacting specialeducation@doe.k12.ga.us. Also, the Division of Special Education Services and Supports will provide information about the grant with all eligible LEAs and GNETS.

Cite as Ga. Comp. R. & Regs. R. 160-1-4-.315
Authority: O.C.G.A. § 20-2-240.
History. Original grant description entitled "Individuals with Disabilities Education Act Capacity Building Grant." Submitted Apr. 4, 2023.

Chapter 160-2. .

Subject 160-2-2. REPEALED.

Rule 160-2-2-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-2-2-.01
Authority: O.C.G.A. Secs. 20-2; 20-4-60(c), 20-4-62, 20-4-62(a), 20-4-63, 20-4-67, 20-4-67(a), 20-4-68, 20-4-69, 20-4-70, 20-4-71, 20-4-72, 20-4-73, 20-4-79.
History. Original Rule entitled "Proprietary Schools" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Aug. 19, 1991; eff. Sept. 8, 1991.

Subject 160-2-3. REPEALED.

Rule 160-2-3-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-2-3-.01
Authority: O.C.G.A. Secs. 20-2; 20-3-100*et seq*.
History. Original Rule entitled "Nonpublic Degree-Granting Institutions" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Aug. 19, 1991; eff. Sept. 8, 1991.

Chapter 160-3. .

Subject 160-3-1. ASSESSMENT.

Rule 160-3-1-.01. Pay for Performance Program.

(1) **Definitions**.

(a) **Applicant school** - any public school with grades K-12, or any combination thereof.

(b) **Performance objective** - a measurable outcome established and agreed upon by a school faculty, the attainment of which shall be used to evaluate whether school improvement has occurred.

(c) **Pay for Performance (PfP) award** - funds awarded to a local board of education for use in accordance with PfP Program rules as a result of an applicant school's performance being judged exemplary.

(d) **Approved application** - an applicant school's PfP Program application which conforms to the requirements established for the program and which has been approved by the state board.

(2) **Requirements.**

(a) Schools seeking to participate in the PfP Program shall send a letter of intent to the state superintendent of schools by January 1 of the preceding academic year for which school participation is sought. The letter shall state the local board of education process through which the school application shall be reviewed and approved.

(b) Each local board of education with applicant schools shall establish a local system approval process to ensure adequate local school board review of the application submitted by each school. The local board of education shall approve each application prior to submission to the state board.

(c) Applicant schools shall prepare their applications in accordance with published program guidelines and shall submit three copies of their applications to the state superintendent of schools describing plans to be carried out during the subsequent school year. Applications must be received by the department on or before March 1 in order to be considered for approval. The state superintendent of schools or designee shall review each application in accordance with criteria as provided in this rule and will notify the local board of education as to the disposition of the application.

(d) Applicant schools whose initial applications are not approved by the state superintendent of schools or designee, may resubmit their applications containing modifications based on the comments and recommendations prepared by the initial reviewers. Resubmitted applications shall be due to the state superintendent of schools 28 calendar days after the date of the letter advising the school of the state board's decision concerning the initial application. No other resubmissions are permitted.

(e) A local school wishing the appeal a decision regarding the disposition of a submitted application may do so by having its local school board request a review of the decision by the state board.

(3) Applications shall address each of the following:

(a) Academic achievement criteria. Three or more performance objectives shall be included, each weighted by the applicant school, with a minimum total weight of 50 percent. Objectives that emphasize growth as well as those that emphasize exemplary performance will be acceptable. The maximum weight to be assigned to performance objectives in this area is 70 percent. In this category, at least 50 points must be earned using data from standardized tests mandated by the state in accordance with Rule 160-3-1-.07 Testing Programs - Student Assessment. If a state-mandated standardized achievement test is not administered at any grade, a school will administer any standardized test that is appropriate for its grade configuration.

(b) Client involvement criteria. Two or more performance objectives shall be included, each weighted by the applicant school, with a minimum total weight of 10 percent. The maximum weight to be assigned to performance objectives in this area is 30 percent.

(c) Educational programming criteria. Two or more performance objectives shall be included, each weighted by the applicant school, with a minimum total weight of 10 percent. The maximum weight to be assigned to performance objectives in this area is 30 percent.

(d) Resource development criteria. Two or more performance objectives shall be included, each weighted by the applicant school, with a minimum total weight of 10 percent. The maximum weight to be assigned to performance objectives in this area is 30 percent.

(e) After weights have been assigned to each performance objective, the total weight of all four areas combined shall be 100 percent.

(f) When considered as a group, the total set of performance objectives shall:

1. Be comprehensive in scope.

2. Imply impact on a large part of the school population.

3. Show promise for improving educational program(s) within the school.

(g) The application shall contain sufficient information so that readers, familiar with the field of public education but not familiar with the specific school, can make judgments within the context of the individual school's characteristics about the following:

1. The appropriateness of the proposed outcomes.

2. The proposed level of change or improvement specified in each performance objective.

3. The importance of each of the outcomes in relation to the others identified in the application.

(4) Schools with approved applications shall submit a report, at the end of the school year for which the application was approved, detailing the degree to which each performance objective was achieved. The report shall be submitted through the local board of education to the state superintendent of schools by June 15 and shall be in a form that permits direct comparisons between the stated outcomes in the approved application and the end-of-year performance report. The report shall be prepared in accordance with published program guidelines.

(5) In order to be eligible to receive a PfP award, performance objectives representing 80 percent of the total weights must be successfully achieved.

(a) A local school wishing to appeal the state superintendent of schools' decision concerning the assessment of the end-of-year report results in relation to the approved performance objectives may do so by having its local school board request a review of the decision by the state board.

(6) Each local board of education with applicant schools shall adopt a policy, consistent with state law and state board rule, which specifies how PfP award funds will be disbursed to the successful school

(a) Each local board with applicant schools is responsible for general oversight of the use of funds.

(b) In each school receiving an award, personnel in official certified positions must determine by consensus how award funds will be utilized.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.01
Authority: O.C.G.A. Sec. 20-2-213.1, 20-2-240.
History. Original Rule entitled "Definitions" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule of the same title adopted. F. June 22, 1990; eff. July 12, 1990.
Repealed: F. Apr. 24, 1991; eff. May 14, 1991.
Amended: Rule entitled "Pay for Performance Program" adopted. F. Mar. 17, 1993; eff. Apr. 6, 1993.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.

Rule 160-3-1-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.02
Authority: O.C.G.A. Secs. 20-2-240(a); 20-2-200(b)(2); 20-2-131(5)& (6); 20-2-240(a); 20-2-200(b)(4); 20-2-240(b); 20-2-270(a)(4).
History. Original Rule entitled "Certification Assessment for Teachers and Speech-Language Pathologists" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Rule 160-3-1-.03. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.03

Rule 160-3-1-.04. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.04

Rule 160-3-1-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.05
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Teacher Certification Testing Program" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jun. 27, 1991; eff. July 17, 1991.
Amended: F. May 20, 1993; eff. July 1, 1993, as specified by the Agency.
Repealed: F. Sept. 19, 1994; eff. Oct. 9, 1994.

Rule 160-3-1-.06. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.06

Rule 160-3-1-.07. Testing Programs - Student Assessment.

(1) **DEFINITIONS.**

(a) **ACCESS for ELLs -** an English language proficiency test administered annually to all English learners (EL) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment.

(b) **Accommodation -** an allowable alteration in the administration of an assessment that assists students with access to participate in an assessment and is clearly documented within a student's Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or English Learner (EL) Testing Participation Plan. An accommodation is provided to a student during an assessment so that the assessment measures what the student knows and is able to do.

(c) **Conditional Accommodation -** a more expansive accommodation that provides access for students with more severe disabilities or limited English proficiency who would not be able to access the assessment to demonstrate their achievement without such assistance.

(d) **Conditional Administration -** a test administration in which a more expansive accommodation is utilized to provide access to an assessment for a small number of eligible students with more severe disabilities or more limited English proficiency and who, therefore, would not be able to access the assessment without such assistance.

(e) **English Learner (EL) Student -** a student whose primary or home language is one other than English and who is eligible for services based on the results of an

English language placement assessment and, if warranted, additional assessments specified in Rule 160-4-5-.02 Language Assistance: Programs for English Learners (ELs).

(f) **English Learner Monitored (EL-M) Student -** a student whose primary or home language is not English and who, based on state English to Speakers of Languages (ESOL) program criteria, has exited the ESOL program or an alternative language assistance program in the past four years as provided for in State Board Rule 160-4-5-.02 Language Assistance: Program for English Learners (ELs) (2)(a) 4(iv).

(g) **EL Testing Participation Committee** - a committee convened to make testing decisions for EL students. This committee can serve as part of the Language Assessment Conference as defined in 160-4-5-.02 Language Assistance: Programs for English Learners.

(h) **Georgia Alternate Assessment (GAA)** - an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities identified and served in accordance with the Individuals with Disabilities Education Act (IDEA) and whose IEP team has determined the students 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- adopted content standards and given the opportunity to demonstrate progress toward achievement of the state standards.

(i) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(j) **Georgia Kindergarten Inventory of Developing Skills (GKIDS)** - a performance assessment designed to provide teachers with information about the level of instructional support needed by individual students enrolled in kindergarten and their readiness for first grade.

(k) **Georgia Milestones Assessment System (Georgia Milestones)** - a criterion-referenced test, administered in grades 3 - 8 at the end of each grade and high school at the end of each SBOE identified course designed to measure student mastery of the state's content standards as an indicator of preparedness for the next grade, course, or educational endeavor, be that college or career. Georgia Milestones includes a norm-referenced component to provide national comparison data.

(l) **Grade-Level Student** - a student who is reported to the GaDOE at a grade level in accordance with Rule 160-5-1-.07 Student Data Collection.

(m) **Individualized Education Program (IEP) -** a written statement of special education, related services, and, as appropriate, transition services, that meets the unique needs of the student with a disability. An IEP also includes any specific test administration accommodations, needed instructional modifications, and supports for the student with a disability. The IEP is developed, reviewed, and revised by an appropriately staffed IEP team, including the student's parent(s). (Rule 160-4-7-.21 Definitions).

(n) **Individuals with Disabilities Education Act (IDEA) -** the federal law that was enacted to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of students with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities. (Rule 160-4-7-.21 Definitions).

(o) **Language Proficiency Assessment** - an assessment of an EL student's: (1) progress in the acquisition of the English language in the areas of listening, speaking, reading and writing; and (2) attainment of a prescribed level of performance in listening, speaking, reading, and writing to enable a student to communicate independently and effectively in both social and academic settings.

(p) **Modification -** an alteration in the administration of an assessment that results in a change in the content or construct being assessed, typically either through the addition or removal of content; modifications are strictly prohibited on state assessments.

(q) **National Assessment of Educational Progress (NAEP) -** a federally mandated and funded assessment program that is designed to collect information about what fourth, eighth, and twelfth grade students know and can do in a variety of key subject areas and is administered to a sample of students in all states.

(r) **Non-standard Administration** - a test administration in which the procedures and directions included in the administration manual are not followed exactly.

(s) **Norm-referenced Test (NRT) -** a test designed to provide information on how well students perform in comparison to an external reference group or norm group.

(t) **Section 504 Student -** a student who currently has an impairment that substantially limits one or more major life activities, who has a record of such impairment or who is regarded as having such an impairment, and who may not be eligible for services under IDEA.

(u) **Special Education -** specially designed instruction provided at no cost to parents that meets the unique needs of a student with a disability. Special education includes instruction in the classroom, in the home, in hospitals, institutions and other settings, physical education, travel training and vocational education. (Rule 160-4-7-.21 Definitions).

(v) **Standard Accommodation** - a test administration accommodation that provides access to the assessment without altering the construct measured by the assessment.

(w) **Standard Administration -** a test administration in which the procedures and directions included in the administration manual are followed exactly.

(x) **Standard Setting** - a research-based process that involves subject matter experts and stakeholders using both judgmental methods and performance data to determine the number correct scores (i.e., cut scores) required to achieve established performance levels.

(y) **State Board of Education (SBOE)** - the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(z) **Student with Disabilities -** a student who is classified as disabled according to Rule 160-4-7-.21 Definitions (10) and/or according to Section 504 of the 1973 Rehabilitation Act. [34 C.F.R. § 104.33(a)]

(2) **GEORGIA STUDENT ASSESSMENT PROGRAM REQUIREMENTS**. Each local system shall assess all students using SBOE-designated assessment instruments, as required. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with significant cognitive disabilities (approximately 1%) who receive special education services and are unable to participate in the general assessment. The SBOE-approved alternate assessment based on alternate achievement standards shall be the Georgia Alternate Assessment (GAA) for students in grades 3- 12 in language arts, mathematics, science, and social studies. All EL students must participate annually in the state-adopted English proficiency assessment.

(a) **KINDERGARTEN ASSESSMENT**.

1. Each local school system shall assure that the following requirements are met.

(i) All kindergarten students shall be assessed using the Georgia Kindergarten Inventory of Developing Skills (GKIDS) during their kindergarten year as the school readiness assessment for first grade, and

(ii) Only certified teachers of kindergarten or first grade students and who have been trained in the use of the GKIDS, shall administer the assessment.

2. The local school system shall use information obtained from the administration of the GKIDS to make placement decisions on an individual student basis. Documentation that supports an individual retention decision shall be on file in the student's permanent record. The information obtained by the GKIDS shall be used as part of the required written documentation. The student's parent/guardian shall be notified of the final placement decision. The local school system shall provide alternative, and developmentally appropriate instruction to students who spend a second year in kindergarten.

(b) **FIRST-GRADE ASSESSMENT**. Subject to appropriations, local systems shall administer a formative assessment with a cumulative component that is tied to performance indicators in reading and mathematics in grade one.

(c) **SECOND-GRADE ASSESSMENT**. Subject to appropriations, local systems shall administer a formative assessment with a cumulative component that is tied to performance indicators in reading and mathematics in grade two.

(d) **THIRD-GRADE ASSESSMENTS**. Local systems shall assess all third-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(e) **FOURTH-GRADE ASSESSMENT**. Local systems shall assess all fourth-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(f) **FIFTH-GRADE ASSESSMENTS**. Local systems shall assess all fifth-grade students with the state-adopted English/language arts, mathematics, and science tests annually according to a schedule established by the SBOE.

(g) **SIXTH-GRADE ASSESSMENT**. Local systems shall assess all sixth-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(h) **SEVENTH-GRADE ASSESSMENT**. Local systems shall assess all seventh-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(i) **EIGHTH-GRADE ASSESSMENTS**. Local systems shall assess all eighth-grade students with the state-adopted English/language arts, mathematics, science, and social studies tests annually according to a schedule established by the SBOE.

(j) **END-OF-COURSE (EOC) ASSESSMENTS.** Local school systems shall assess students at the completion of core high school courses specified by the SBOE, in accordance with O.C.G.A. 20-2-281(a), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

1. With the exception of the following courses, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through dual enrollment pursuant to O.C.G.A. 20-2-149.2 or 20-2-161.3. Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Algebra I, Coordinate Algebra, and Biology must take the EOC.

   (i) Beginning with the 2021-2022 school year, students are not exempt from taking the end-of-course assessment in American Literature and Composition, therefore, all students enrolled in American Literature and Composition must take the EOC.

2. With the exception of the following courses, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she passes an Advanced Placement (AP) course in a related subject pursuant to O.C.G.A. § 20-2-159.4 or if he or she passes an International Baccalaureate (IB) course in a related subject. Grades earned in Advanced Placement or International Baccalaureate courses, in this situation, shall be used in the state accountability system. All students enrolled in Algebra I, Coordinate Algebra and Biology must take the EOC.

   (i) Beginning with the 2021-2022 school year, students are not exempt from taking the end-of-course assessment in American Literature and Composition, therefore, all students enrolled in American Literature and Composition must take the EOC.

3. Individuals no longer enrolled in a Georgia public school, who were not eligible for a diploma solely as a result of not achieving a passing score on the former graduation assessments (i.e., Basic Skills Test, Georgia High School Graduation Tests, Georgia High School Writing Test), may submit a petition to their local school system to determine their eligibility for a diploma as provided for by O.C.G.A. § 20-2-281.1.

(k) **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)** Local school systems shall participate in the NAEP assessment programs.

(3) **STUDENT ASSESSMENT RESPONSIBILITIES FOR SPECIAL POPULATIONS.**

(a) **STUDENTS WITH DISABILITIES WHO RECEIVE EDUCATIONAL SERVICES DEFINED BY AN IEP OR SECTION 504 ACCOMMODATION PLAN.** Local systems shall ensure that all students with IEPs or Section 504 Accommodation Plans participate in the state and local assessment programs. The IEP or Section 504 Accommodation Plans for these students shall identify the state-approved accommodations required to enable participation.

1. Decisions related to the participation in and identification of any needed accommodations in administration shall be made by the IEP team in the Individualized Education Program (IEP) review or by the Section 504 Individual Accommodation Plan (IAP) committee in its meeting.

2. All students with disabilities shall be coded according to the primary disability for each assessment in which they participate. Student participation in and performance on all assessments shall be accurately documented within each student's IEP or IAP so that state and federal reporting guidelines can be met and so that performance outcome measures can be monitored for compliance.

3. Accommodations must be provided for students with disabilities as identified in the IEP or Section 504 IAP. Accommodation decisions made by the appropriate IEP or Section 504 IAP committee shall take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student. Additionally, these committees shall consider whether the accommodation is necessary for access to the assessment process, previous experience with and the usefulness of the recommended accommodation, and whether or not the recommended accommodation impacts the integrity of the assessment. Students shall receive the accommodations they need in order to meaningfully participate in the assessment, but should not be given more than is necessary to meaningfully participate. The majority of students are expected to participate in the regular assessments with only a small percentage requiring a conditional/nonstandard administration. Only state-approved accommodations may be included in an IEP or Section 504 IAP.

4. Accommodations can result in administrations of the assessment that are either standard or conditional. *Standard administration* refers to testing conditions in which the procedures and directions are administered **exactly** as described in the test administration manual and non-altering accommodations are used. *Conditional administration* refers to use of more expansive accommodations utilized to provide access for a small percentage of students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations shall be used sparingly as the majority of students requiring accommodations are

able to successfully demonstrate their achievement with standard accommodations. The use of conditional accommodations must be required by the student to access the test because of his or her disability and documentation substantiating the need shall be included in the student's IEP along with specific instructional goals to address the need. Assessments differ in what results in standard and conditional administrations. Specific information concerning the standard or conditional nature of an accommodation is published annually in the *Student Assessment Handbook* and in the respective testing administration materials that accompany each assessment (e.g., Examiner's Manual and Directions for Administration). Should an individual student need an accommodation not on the approved list for a state test, approval must be granted by the Assessment and Accountability Division of the GaDOE before the accommodation may be used.

5. All students must be assessed annually using the appropriate state-mandated assessments listed in section (2) of this rule.

6. When an IEP team determines that a student at any grade level is not able to participate in an administration of any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decision for that student following the state-approved participation guidelines. For the state-mandated assessments listed in Paragraph (2) of this rule, the alternate assessment based on alternate achievement standards shall be the GAA. A relatively small percentage of students (approximately 1%) are expected to participate through an alternate assessment.

7. Students with significant cognitive disabilities participating in the GAA must be provided access to the state-adopted content standards. Educators may adjust the learning expectations for this group of unique students provided the instruction is based on and aligned to the grade-level content standards. Instruction may reflect pre-requisite skills but must be sufficiently challenging for the individual student.

8. Compliance standards, reporting and enforcement. All students are expected to participate in all state-mandated assessments including students pursuing a Special Education Diploma. Most students are expected to participate in standard administrations, with <u>a small percentage</u> (less than 3%) under conditional administrations and a small percent (approximately 1%) in the GAA.

   (i) Student participation in and performance on all state-mandated assessments, including the GAA shall be accurately documented so

that state and federal reporting guidelines can be met and so that performance outcome measures can be monitored for compliance.

(ii) All students with disabilities shall be included in the accountability reporting process.

(I) All participation data and results data shall be available to the Governor's Office of Student Achievement (GOSA) for the process of evaluating and rating school systems.

(II) The results of the GAA shall be included as part of the state accountability system and system report cards.

(III) The local system and GaDOE shall monitor participation rates for each assessment program, including alternate assessments, and the usage of accommodations, including conditional accommodations.

(IV) The GaDOE shall automatically monitor/investigate any local system not meeting assessment participation rate requirements. All remaining local school systems will be monitored on a rotational basis as a part of the regular scheduled monitoring process. Failure to meet those requirements may result in sanctions ranging from imposition of corrective action plans to withholding of funds.

(V) The GaDOE will review results of all administrations and explore additional reporting formats to create meaningful and useful information from the results of standard and conditional/nonstandard administrations and the GAA.

(b) **ENGLISH LEARNER STUDENTS**

1. Students who have been defined as English Learner (EL) shall participate in all assessment programs. These students shall be coded EL on each test. If a student has exited the ESOL program or an alternative language assistance program in the past four years, the student shall be coded EL-M on each test**.** A student who has been exited for more than four years from the ESOL program shall not be coded as EL or EL-M on each test.

2. In certain situations, individual needs of EL and EL-M students may warrant accommodations. These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation

Committee. Those students identified as EL-M may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program. At the end of the first two years of the monitoring period, EL-M students are no longer eligible for test administration accommodations. Testing accommodations shall be made only when appropriate documentation is on file for each eligible student. Administration of the assessments and use of test administration accommodations, including conditional accommodations for those students with very limited English proficiency, shall be according to established guidelines and procedures in the test administration manual(s), *Examiner's Manual* and the *Student Assessment Handbook*. Accommodation decisions made shall take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student. Additionally the EL Testing Participation Committee shall consider experience with and utility of the accommodation and whether or not the recommended accommodation impacts the integrity of the assessment. Conditional accommodations shall be used sparingly and shall not be assigned to EL-M students. The local system and DOE shall monitor participation rates for each assessment program, and the usage of accommodations, including conditional accommodations.

3. The EL Testing Participation Committee shall be composed of a minimum of three members, one of whom is a certified educator. The EL/ ESOL teacher/ paraprofessional/ aide currently serving the student with English language assistance is required to be a member of the committee. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. Documentation of each EL Testing Participation Committee shall be placed in the student's permanent record. These documents shall contain the following information: names of participants; date(s) of meeting(s); date of entry into U.S. schools; test scores proving eligibility for ESOL services; the dates of administration and the name of the tests to be administered; alternatives considered (i.e., regular administration, accommodations); final action including specific accommodations for each test/subtest consistent with current instructional accommodations; signatures of committee members, school administrator and, parent, legal guardian or student if 18 years or older. The list of tests to be administered must include all state assessments that are mandated for the student's grade level. In addition to these state assessments, students who are required to participate in language proficiency tests under Title III of the Elementary and Secondary Education Act must participate in the language proficiency test prescribed by the state.

4. EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections. All scores resulting from the administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a U.S. school. Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students' enrollment. Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

(4) **TESTING REGULATIONS AND PROCEDURES**. Local school systems shall adhere to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results and official testing dates established in the *Student Assessment Handbook, Test Administration Manual, Accessibility and Accommodations Manual, Assessment Administration Protocol Manuals*, and assessment supplements and correspondence.

(a) Assessment guidelines shall be reviewed annually.

(b) The local system shall ensure that individual student assessment scores become a part of students' records as soon as possible after testing and that records follow students to their new schools when requested as specified in Rule 160-5-1-.14 Transfer of Student Records.

(c) Scores for an individual student shall be made available only to said student, to the parent(s) or legal guardian(s) of said student, and to appropriate local, state, and federal governmental agencies as provided by state and federal law.

(d) Local school systems shall provide individual student score reports for all state-mandated assessments to the parent(s) or legal guardian(s) in a timely manner.

(e) Procedures shall be followed in compliance with O.C.G.A. § 19-7-5, Reporting of Child Abuse, and O.C.G.A. § 16-10-50, Hindering Apprehension and Punishment of a Criminal, for reporting individual writing assessments which fall under the designated situations.

(f) All assessments shall be administered by Georgia-certified educators.

(g) Local systems shall train and orient any persons involved directly or indirectly in the assessment process and procedures required for appropriate and secure administration of all state-mandated assessments.

(h) Allegations of failure to follow procedures required for appropriate and secure administration of state-mandated assessments shall be reported to the GaDOE and the Ethics Division of the Professional Standards Commission.

(i) All students shall be assessed in English.

(j) In accordance with applicable state promotion and retention policies and laws, students who do not participate in state mandated tests shall not be promoted to the next grade. For EL students enrolled in their first year in a U. S. school placement decisions shall be made on an individual student basis by the EL Testing Participation Committee and be consistent with local school board policy.

(k) In cases where promotion and retention specifies the administration of an alternate test as a requirement for promotion to the next grade level in grades three, five, and eight, such assessment shall be an alternate version of the state-adopted test for that grade level.

(5) **STAFF DEVELOPMENT**.

(a) Teachers in grades one through 12 shall be offered the opportunity to participate annually in a staff development program on the use of tests within the instructional program designed to improve students' academic achievement. This program shall instruct teachers in the effective utilization of test results and other appropriate applications as determined by the SBOE, and may be provided by either the GaDOE or the local unit of administration.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.07
Authority: O.C.G.A. §§ 16-10-50; 19-7-5; 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151; 20-2-154(a); 20-2-240(a); 20-2-242; 20-2-281; 20-2-282; 50-18-70.
History. Original Rule entitled "Testing Programs - Student Assessment" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule, same title adopted. F. Sept. 18, 1991; eff. Oct. 8, 1991.
Amended: F. Aug. 21, 1995; eff. Sept. 10, 1995.
Amended: F. Sept. 24, 1996; eff. Oct. 14, 1996.
Amended: F. July 25, 1997; eff. August 14, 1997.
Amended: F. Mar. 16, 1999; eff. Apr. 5, 1999.
Amended: F. Apr. 16, 2001; eff. May 6, 2001.
Amended: F. Jan. 9, 2004: eff. Jan. 29, 2004.
Amended: F. July 15, 2005; eff. August 4, 2005.
Amended: F. Sept. 13, 2007; eff. Oct. 3, 2007.
Amended: F. Dec. 11, 2008; eff. Dec. 31, 2008.
Amended: F. Apr. 13, 2011; eff. May 3, 2011.
Amended: F. Aug. 21, 2014; eff. Sept. 10, 2014.
Amended: F. Nov. 3, 2016; eff. Nov. 23, 2016.
Amended: F. Nov. 9, 2017; eff. Nov. 29, 2017.
Amended: F. Nov. 7, 2019; eff. Nov. 27, 2019.
Amended: F. Mar. 25, 2021; eff. Apr. 14, 2021.

Rule 160-3-1-.08. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.08

Rule 160-3-1-.09. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.09

Rule 160-3-1-.10. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.10
Authority: O.C.G.A. Secs. 20-2-151(b)(2); 20-2-240; 20-2-281.
History. Original Rule entitled "Promotion and Retention" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule of same title adopted. F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. Apr. 24, 1991; eff. May 14, 1991.

Rule 160-3-1-.11. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-1-.11
Authority: O.C.G.A. Secs. 20-2-210; 20-2-211(d); 20-2-212; 20-2-230; 20-2-240.
History. Original Rule entitled "Annual Evaluation of Professional Personnel" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule of same title adopted. F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: New Rule, same title, adopted. F. Jun. 27, 1991; eff. July 17, 1991.
Amended: F. May 20, 1993, July 1, 1993, as specified by the Agency.
Repealed F. Aug. 21, 1995; eff. Sept. 10, 1995.

Subject 160-3-2. REPEALED.

Rule 160-3-2-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.01
Authority: O.C.G.A. Secs. 20-2-240, 20-2-282, 20-2-283.
History. Original Rule entitled "Overview to the Georgia Comprehensive Evaluation System" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule entitled "Comprehensive Evaluation System" adopted. F. Aug. 10, 1990; eff. Aug. 30, 1990.
Repealed: New Rule entitled "Implementation of Standards of Legal Adherence for Public School Systems, Schools and Regional Educational Service Agencies (RESAs)" adopted. F. Sept. 24, 1996; Oct. 14, 1996.
Repealed: F. July 18, 2000; eff. August 7, 2000.

Rule 160-3-2-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.02
Authority: O.C.G.A. Secs. 16-11-127.1, 19-7-5, 20-2-16-19, 20-2-54.1, 20-2-57-60, 20-2-64-65, 20-2-102-104, 20-2-109, 20-2-133, 20-2-140, 20-2-142-144, 20-2-150-156, 20-2-160, 20-2-164, 20-2-167-168, 20-2-180, 20-2-182, 20-2-184-188, 20-2-200-204, 20-2-210-212, 20-2-215-216, 20-2-218, 20-2-230, 20-2-232, 20-2-242, 20-2-260-261, 20-2-271, 20-2-281-282, 20-2-290-291, 20-2-310, 20-2-500-501, 20-2-520, 20-2-690.1, 20-2-695, 20-2-697, 20-2-

731, 20-2-750-759, 20-2-770-772, 20-2-942, 20-2-960, 20-2-962, 20-2-989.5, 20-2-1010-1014, 20-2-1075, 20-2-1183, 20-2-1190-1192, 20-9-1, 25-2-13-14, 40-1-1, 40-2-35, 40-5-23, 40-5-150, 40-8-112, 40-8-116, 40-8-220, 40-20-91, 45-3-11, 45-20-90, 45-23-1-9, 47-3-1, 47-3-42, 47-4-40, 50-14-1-6, 50-18-70-75, 50-18-90-103.
History. Original Rule entitled "School District Organizations" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule entitled "Implementation for Standards of Legal Adherence for Local School Systems" adopted. F. Aug. 10, 1990; eff. Aug. 30, 1990.
Repealed: New Rule, same title, adopted. F. Aug. 19, 1991; eff. Sept. 8, 1991.
Repealed: New Rule, same title, adopted. F Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: Rule retitled "Implementation of Legal Adherence Standards for Local School Systems." F. Aug. 20, 1993; eff. Sept. 9, 1993.
Repealed: F. Sept. 24, 1996; Oct. 14, 1996.

Rule 160-3-2-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.03
Authority: O.C.G.A. Secs. 20-2-57-69, 20-2-211(d), 20-2-230(b), 20-2-240, 20-2-1190-1192, 50-14-1-6, 50-18-70-75; Marshall v. State of Georgia, CV 482-233, 6-28-84.
History. Original Rule entitled "School Board Operations" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Rule 160-3-2-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.04
Authority: O.C.G.A. Secs. 20-2-57; 20-2-59; 20-2-102; 20-2-103; 20-2-104; 20-2-109; 20-2-211; 20-2-240; 20-2-282; 20-2-283.
History. Original Rule entitled "General School Administration" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.
Amended: New Rule entitled "Implementation of Standards of Legal Adherence for Regional Educational Service Agencies (RESA'S)" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Sept. 24, 1996; Oct. 14, 1996.

Rule 160-3-2-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.05
Authority: O.C.G.A. Secs. 20-2-109; 20-2-133; 20-2-164; 20-2-167(a)(b),(2)(c); 20-2-180; 20-2-240; 20-2-282(a)(1),(G); 20-2-500 through 502; 20-2-960; 20-2-962.
History. Original Rule entitled "Fiscal Management" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Rule 160-3-2-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.06
Authority: O.C.G.A. Secs. 20-2-150(a),(c); 20-2-160; 20-2-187; 20-2-188; 20-2-240; 20-2-282(a)(1)(F); 20-2-690.1; 20-2-697; 40-1-1; 40-5-23; 40-5-150; 40-8-112; 40-8-220; 20-2-282 through 20-2-283.
History. Original Rule entitled "Business Management" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.
Amended: New Rule entitled "Comprehensive Evaluation System Exemption" adopted. F. Mar. 18, 1992; eff. Apr.

8, 1992.
Repealed: F. Sept. 24, 1996; eff. Oct. 14, 1996.

Rule 160-3-2-.07. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.07
Authority: O.C.G.A. Secs. 20-2-14; 20-2-16 through 19, 20-2-59; 20-2-168(b); 20-2-240; 20-2-260 through 261; 20-2-291; 20-2-520.
History. Original Rule entitled "Facility Program" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Rule 160-3-2-.08. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.08
Authority: O.C.G.A. Secs. 20-2-167; 20-2-168(d); 20-2-182; 20-2-184 through 188; 20-2-200 through 203; 20-2-204(a)(1), (a)(3); 20-2-210 through 212; 20-2-216; 20-2-230(a); 20-2-232; 20-2-240; 20-2-250(a); 20-2-695; 20-2-850 through 852; 20-2-870; 20-2-942; 20-2-1110 through 1112; 45-3-11; 47-3-42; 47-4-40.
History. Original Rule entitled "Personnel" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Rule 160-3-2-.09. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.09
Authority: O.C.G.A. Secs. 20-2-133; 20-2-140; 20-2-142 through 143; 20-2-150 through 154; 20-2-156; 20-2-160; 20-2-161; 20-2-168; 20-2-180 through 182; 20-2-184; 20-2-240; 20-2-281; 20-2-282(a)(1)(H); 20-2-290; 20-2-690 through 702; 20-2-1010 through 1014.
History. Original Rule entitled "Instructional Programs" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Rule 160-3-2-.10. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-2-.10
Authority: O.C.G.A. Secs. 19-7-5; 20-2-155(b); 20-2-182(d); 20-2-186; 20-2-212; 20-2-240; 20-2-310; 20-2-730 through 732; 20-2-750; 20-2-752 through 759; 20-2-770 through 772; 20-2-1183; 20-9-1.
History. Original Rule entitled "Students" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Aug. 10, 1990; eff. Aug. 30, 1990.

Subject 160-3-3. PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

Rule 160-3-3-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.01
Authority: O.C.G.A. Secs. 20-2-211.
History. Original Rule entitled "Education Recruitment Services" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: Rule retitled "Public School Recruitment Services". F. Nov. 13, 1992; eff. Dec. 3, 1992.

Amended: F. Aug. 20, 1999; eff. Sept. 9, 1999.
Repealed: F. Feb. 15, 2002; eff. Mar. 7, 2002.

Rule 160-3-3-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.02
Authority: O.C.G.A. Secs. 20-2-200, 20-3-374.
History. Original Rule entitled "State Direct Student Loan Cancellation" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Aug. 20, 1999; eff. Sept. 9, 1999.

Rule 160-3-3-.03. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.03

Rule 160-3-3-.04. Professional Learning.

(1) **DEFINITIONS.**

(a) **Allowable funds -** expenditures that are permissible by the guidelines of the funding source.

(b) **Annual report -** a report to be submitted each year to the Georgia Department of Education (GaDOE) by each Local Educational Agency (LEA) describing the impact of the professional learning process for the year.

(c) **Best practices -** evidenced-based instructional approaches that lead to increased educator effectiveness and student learning.

(d) **Comprehensive improvement plan -** a multi-year plan from each Local Educational Agency required by the Georgia Department of Education that includes major components of data, identified needs, goals, objectives, implementation steps, evaluation, and budget.

(e) **Instructional Coach -** an individual who provides intensive, differentiated support to educators in order to favorably impact adult practices, student practices, and student achievement.

(f) **Knowledge, Skills, Practices, and Dispositions -** the critical components addressed in professional learning: Knowledge: What one learns and understands. Skills: What one is able to do. Practices: What one implements routinely. Dispositions: What one values and is willing to do.

(g) **Local Educational Agency (LEA) -** a local school district pursuant to local board of education control and management.

(h) **Mentor -** an individual who shares guidance, knowledge and experiences to support educators.

(i) **Multiple data sources -** information acquired from different sources (e.g. student achievement data, teacher/leader effectiveness measures, perception data, and demographics, etc.) that when brought together is much more powerful than that acquired from a single source.

(j) **Professional learning -** the comprehensive, sustained and intensive approach to improving educator effectiveness resulting in increased student achievement.

(k) **Professional learning coordinator -** LEA or school level designee that is responsible for facilitating the development, implementation, monitoring, and evaluation of the LEA's or the school's professional learning.

(l) **Professional learning plan -** a component of the school's or LEA's comprehensive improvement plan detailing the professional learning process that is needed to support the major components of the improvement plan.

(m) **Professional Standards Commission (PSC) -** a state agency that grants educator licensure.

(n) **Stipend -** funds awarded by an LEA to certified personnel and paraprofessionals for having successfully completed learning opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract/work hours.

(2) **PROFESSIONAL LEARNING PLAN (A component of the LEA Comprehensive Improvement Plan).**

(a) **Requirements.**

1. It is the responsibility of the school principal, Local Educational Agency (LEA) leaders and state leaders to ensure that teachers and other LEA personnel engage in on-going professional learning as part of the LEA's comprehensive improvement plan.

2. Professional learning must be consistent with major research findings and best practices that result in the learning of all students.

3. Each LEA shall provide on-going professional learning that is aligned with Professional Standards Commission (PSC) rules and demonstrates the impact of professional learning on educator and student performance.

(b) **Local Professional Learning Planning**

1. As a component of the LEA's existing comprehensive improvement plan, each LEA shall assign the responsibility to facilitate the development of a multi-year plan for professional learning to a professional learning coordinator.

2. The professional learning component of the comprehensive improvement plan shall organize and direct all professional learning that enhances the knowledge, skills, practices, and dispositions of LEA personnel regardless of the funding source.

3. The professional learning component of the comprehensive improvement plan is reviewed and updated annually by a team of stakeholders. An annual budget shall be developed to support implementation of the LEA's professional learning by aligning allowable local, state, and federal funds.

4. This comprehensive improvement plan, with the professional learning component included, and supporting budgets shall be submitted annually by the LEA for approval by the Georgia Department of Education (GaDOE). Assurances shall be signed by the LEA superintendent and included as part of the annual comprehensive improvement plan.

5. The **LEA** shall assign the responsibility of a professional learning coordinator to facilitate the development, implementation, monitoring, and evaluation of the LEA's professional learning. The plan for professional learning should be based on multiple data sources including, but not limited to, student achievement and teacher/leader effectiveness measures. The plan and its implementation shall be aligned to rigorous standards for professional learning.

6. The **school** shall assign the responsibility of a professional learning leader to facilitate the development, implementation, monitoring, and evaluation of the school's professional learning designed to be support and be an integral part of the school improvement plan. The plan for professional learning should be based on multiple data sources including, but not limited to, student achievement and teacher/leader effectiveness measures. The plan and its implementation shall be aligned to rigorous standards for professional learning.

(c) **Expenditures of Funds.**

1. Professional learning funds may be expended for one or more of the following:

(i) Staffing options and compensation to support a professional learning coordinator, instructional coaches, mentors, and teacher and principal leaders;

(ii) Compensation to teachers, leaders, and instructional coaches for facilitating professional learning outside contracted hours;

(iii) Release time for teachers to serve as mentors/instructional coaches;

(iv) Substitute teacher salaries/benefits for release time for teachers to participate in professional learning;

(v) Travel for professional learning purposes;

(vi) Professional and technical service fees and expenses for instructors and consultants;

(vii) Instructional equipment, materials and supplies for professional learning purposes;

(viii) Training materials and supplies;

(ix) Stipends.

(x) Reimbursement for expenditures of persons who successfully complete conferences, workshops or courses approved by the professional learning coordinator and in accordance with the LEA's policy.

2. Each LEA shall develop a local policy regarding the payment of stipends. Stipends may be awarded only if the following conditions exist:

(i) There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and

(ii) There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting; and

(iii) Participation occurs beyond regular contract hours, days, or school year.

3. Funds budgeted for professional learning shall be used to enhance the knowledge, skills, practices, and dispositions primarily of certified personnel related to improving teaching and learning as measured by student achievement.

4. Expenses may be paid for a degree, additional coursework and/or certification endorsements earned at the request and approval of the LEA to meet an identified LEA need.

5. State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA.

(d) **Annual Report.**

1. Each LEA shall annually report to the GaDOE. The timeline and content will be designated by the GaDOE. Annual data will be used to inform policy, communicate statewide initiatives, and inform effectiveness of professional learning.

(e) **Submission of the Plan.**

1. The LEA multi-year comprehensive improvement plan and budget shall be submitted to the GaDOE at a time and in a manner identified by the GaDOE.

2. Each year the LEA superintendent shall sign an assurance, as an integral part of the comprehensive improvement plan, assuring that the requirements within this rule are addressed to support implementation of professional learning.

(f) This rule shall become effective July 1, 2015.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.04
Authority: O.C.G.A. §§ 20-2-86; 20-2-167(a)(3); 20-2-182(h); 20-2-201.1; 20-2-204; 20-2-210; 20-2-217; 20-2-230.
History. Original Rule entitled "Professional Development Opportunities" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. June 27, 1991; eff. July 17, 1991.
Amended: F. May 21, 1992; eff. June 10, 1992.
Amended: F. Mar. 17, 1993; eff. Apr. 6, 1993.
Amended: F. Apr. 22, 1994; eff. May 12, 1994.
Amended: F. July 22, 1994; eff. August 11, 1994.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Amended: F. Dec. 9, 1997; eff. Dec. 29, 1997.
Amended: Rule retitled "Staff and Professional Development" adopted. F. June 29, 2000; eff. July 19, 2000.
Amended: F. June 13, 2002; eff. July 2, 2002.

Amended: Rule retitled "Professional Learning". F. Nov. 18, 2003; eff. Dec. 8, 2003.
Repealed: New Rule of same title adopted. F. Feb. 19, 2015; eff. July 1, 2015, as specified by the Agency.

Rule 160-3-3-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.05
Authority: O.C.G.A. Sec. 20-2-200(c).
History. Original Rule entitled "Alternative Teacher Preparation Through Staff Development" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Jan. 25, 1994; eff. Feb. 14, 1994.

Rule 160-3-3-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.06
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Staff Development Internship" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Apr. 22, 1994; eff. May 12, 1994.

Rule 160-3-3-.07. Mentor Teacher Program.

(1) **Purpose.** The intent of this rule is to establish requirements for the implementation and funding of mentor teacher programs which support protégé teachers in local school systems (LSSs).

(2) Definitions.

(a) **Protégé teacher** - a teacher with fewer than three years of teaching experience or a teacher who needs support and guidance, as identified by the LSS.

(b) **Mentor teacher** - a peer who has a Teacher Support Specialist (TSS) certificate endorsement issued by the Professional Standards Commission (PSC) and who has been chosen by a selection committee to provide assistance and guidance to assigned protégé teachers.

(c) **Mentoring unit** - a minimum of 15 hours of work completed by a mentor teacher with one or more protégé teachers.

(d) **Selection committee** - a school-based committee whose majority is comprised of teachers for the purpose of choosing teachers to serve as mentors to protégé teachers.

(e) **Stipend** - remuneration to mentor teachers for a minimum of 15 hours of work with one or more protégé teachers that is verified by the LSS.

(3) Requirements.

(a) LSSs interested in participating in the Mentor Teacher Program shall have a plan on file locally, and shall submit to the Georgia Department of Education by May 1 on forms provided by the department an annual application that contains the following information.

1. The number of participating mentor teachers, protégé teachers served, and mentoring units used during the current school year and the anticipated number to be used the following school year.

2. A description of any additional criteria, other than that cited in paragraph (2)(b) of this rule, used for the selection of mentor teachers for the following school year.

   (i) LSSs shall give priority to assigning mentor teachers to protégé teachers who are first-year teachers. Second- and third-year teachers and other teachers who have needs identified by the LSSs, including teachers at risk of leaving the profession, teachers returning to the profession after extended absence, or teachers from out-of-state shall also be considered.

3. An assurance statement signed by the LSS superintendent or designee verifying that all mentor teachers who receive a state stipend hold the Teacher Support Specialist (TSS) certificate endorsement from the PSC and that they have completed the work identified in the local plan necessary to earn the mentoring units requested.

4. Summative evaluation results regarding program effectiveness and any proposed program changes to increase program effectiveness in succeeding years.

(b) Compensation.

1. A mentor teacher can earn stipends for not more than three monitoring units per school year.

2. Stipends shall be contingent upon annual appropriations by the Georgia General Assembly and the total number of approved mentoring units earned by teachers serving as mentors and who are participating in the statewide Mentor Teacher Program.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.07
Authority: O.C.G.A. Sec. 20-2-131.
History. Original Rule entitled "Mentor Teacher Program" adopted. F. Jun. 22, 1990, eff. July 12, 1990.
Amended: F. Aug. 14, 1997; eff. Sept. 3, 1997.

Rule 160-3-3-.08. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.08

Rule 160-3-3-.09. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.09
Authority: O.C.G.A. Sec. 20-2-833.
History. Original Rule entitled "State Payments to Supervisors of Student Teachers" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.10. [Repealed].

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.10
Authority: O.C.G.A. § 20-2.
History. Original Rule entitled "Staff Development Unit (SDU) Program Approval" adopted. F. June 13, 2002; eff. July 3, 2002.
Amended: Rule retitled "Professional Learning Unit (PLU) Program Approval." F. Nov. 18, 2003; eff. Dec. 8, 2003.
Repealed: F. May 5, 2016; eff. May 25, 2016.

Rule 160-3-3-.11. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.11

Rule 160-3-3-.12. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.12

Rule 160-3-3-.13. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.13

Rule 160-3-3-.14. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.14

Rule 160-3-3-.15. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.15

Rule 160-3-3-.16. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.16
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.

History. Original Rule entitled "Procedures and Requirements for Approving Professional Education Units and Programs Preparing Education Personnel" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.17. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.17
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Procedures for Developing Rules for Approving Professional Education Units and Programs and Accompanying Certification Standards" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.18. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.18
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Agriculture Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.19. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.19
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Art Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.20. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.20
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Behavior Disorders Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.21. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.21
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Business Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.22. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.22
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Coordinated Vocational Academic Education (CVAE) Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.23. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.23
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Dance Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.24. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.24
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Distributive Education/Marketing Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.25. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.25
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Diversified Cooperative Training (DCT) Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.26. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.26
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Drama Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.27. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.27
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Early Childhood Education Program" adopted. F. Nov. 30, 1990, eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.28. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.28
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Economics Education Program" adopted. F. Nov. 30, 1990, eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.29. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.29
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "English Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.30. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.30
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "English to Speakers of Other Languages (ESOL) Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.31. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.31
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Foreign Language Education Program" adopted F. Nov. 30, 1990, eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.32. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.32
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Geography Education Program" adopted F. Nov. 30, 1990, eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.33. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.33
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Gifted Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.34. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.34
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Health Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.35. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.35
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Health Occupations Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.36. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.36
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Health and Physical Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.37. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.37
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Hearing Impaired Education Program" adopted F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.38. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.38
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "History Education Program" adopted. F. Nov. 30, 1990, eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.39. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.39
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Home Economics Education Program" adopted F. Nov. 30, 1990; eff. Dec. 20, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.40. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.40
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Industrial Arts Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.41. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.41
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Interrelated Special Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.42. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.42
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Interrelated Special Education/Early Childhood Education Progrom" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.43. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.43
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Learning Disabilities Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.44. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.44
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Mathematics Education Program" adopted. F. Nov. 30, 1990, eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.45. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.45
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Mental Retardation Education Program" adopted F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.46. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.46
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Middle Grades Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.47. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.47
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Music Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.48. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.48
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Orthopedically (Physically)/Multi-Handicapped Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.49. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.49
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Political Science Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.50. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.50
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Preschool Handicapped Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.51. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.51
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Reading Specialist Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.52. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.52
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Safety, Driver and Traffic Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.53. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.53
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Science (Broad Field) Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.54. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.54
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Social Science (Broad Field) Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.55. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.55
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Speech Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.56. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.56
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Trade and Industrial Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.57. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.57
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Visually Impaired Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Rule 160-3-3-.58. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.58

Rule 160-3-3-.59. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.59

Rule 160-3-3-.60. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.60

Rule 160-3-3-.61. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.61

Rule 160-3-3-.62. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.62

Rule 160-3-3-.63. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.63

Rule 160-3-3-.64. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.64
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Administration and Supervision Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.65. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.65
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Director of Media Services Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.66. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.66
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Director of Pupil Personnel Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.67. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.67
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Director of Special Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.68. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.68
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Director of Vocational Education Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.69. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.69
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Instructional Supervisor Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.70. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.70

Rule 160-3-3-.71. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.71

Rule 160-3-3-.72. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.72

Rule 160-3-3-.73. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.73

Rule 160-3-3-.74. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.74

Rule 160-3-3-.75. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.75

Rule 160-3-3-.76. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.76
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Media Specialist Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.77. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.77
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "School Counselor Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.78. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.78
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "School Nutrition Director Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.79. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.79
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "School Psychologist Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.80. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.80
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "School Social Worker Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.81. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.81
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Speech and Language Pathologist Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.82. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.82
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Teacher Support Specialist Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.83. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.83
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Gifted Infield" adopted. F. Apr. 24, 1991; eff. May 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.84. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.84
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Technology Education Program" adopted. F. Apr. 24, 1991; eff. May 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.85. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.85
Authority: O.C.G.A. Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Media Specialist Program" adopted. F. Apr. 24, 1991; eff. May 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-3-3-.86. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.86

Rule 160-3-3-.87. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.87

Rule 160-3-3-.88. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-3-3-.88

Chapter 160-4. .

Subject 160-4-2. DIVISION OF GENERAL INSTRUCTION.

Rule 160-4-2-.01. [Repealed].

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.01
Authority: O.C.G.A. § 20-2.
History. Original Rule entitled "Student Competencies Required by the QBE Act" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: Rule retitled "The Quality Core Curriculum and Student Competencies Required by the Quality Basic Education (QBE) Act". F. Feb. 17, 1998; eff. Mar. 9, 1998.
Amended: F. Feb. 28, 2002; eff. Mar. 20, 2002.
Repealed: F. May 4, 2018; eff. May 24, 2018.

Rule 160-4-2-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.02
Authority: O.C.G.A. Secs. 20-2-140, 20-2-141.
History. Original Rule entitled "Quality Core Curriculum" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Mar. 20, 1998; eff. Apr. 9, 1998.

Rule 160-4-2-.03. List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade Prior to 2008.

(1) **REQUIREMENTS.**

(a) Local boards of education shall not receive state funds for the following:

1. Any course for which the course guide does not allocate a major portion of class time towards the development of one or more student competencies established by the Georgia Board of Education. (See State Board of

Education Rule 160-4-2-.01 The Quality Core Curriculum and Student Competencies.)

2. Any course that requires participation in an extracurricular activity and for which enrollment is on a competitive basis.

3. Any class period in which the student serves as an assistant in a school office or in the media center, except when such placement is an approved work learning site of a recognized career or vocational program.

4. Any study hall or other noncredit course.

(b) Local boards of education may apply for state funding for courses not on this list using DE Form 0287 Local School System Request for Addition to Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses. The forms are posted on the Standards, Instruction, and Assessment webpage.

(c) New course additions will be considered each year by the State Board of Education. DE Form 0287 must be submitted to the Department by June 1 each year.

(d) The courses attached to this rule shall become effective at the beginning of school year 2011-2012.

(e) Local boards of education shall receive state funds for the following courses.

COURSE NUMBERING EXPLANATION

The course numbers are related to the national Classification of Instructional Programs (CIP) index.

Appendix A contains the list of all state-funded subjects for kindergarten through the eighth grade and courses earning Carnegie unit credit.

Assigning correct numbers as students register for courses ensures that accurate data are gathered by the Department. Such data identify the number and program designations of students involved in all state-funded courses.

The process for assigning a number to subjects or courses is as follows:

(1) Determine the needs of each student. This process will involve knowing whether the student is to participate in special programs with specific guidelines.

(2) Identify the appropriate subject or course for each student. The course numbers precede the title of the subject or course. There must be a valid number assigned as prescribed in this rule for each course that a student takes for which the local school systems received state funding.

(3) Select numbers from the subject and course list. The **whole number** identifies the discipline or content area. The **first digit to the right of the decimal** identifies the type of instruction for each student in a particular subject or course. Local school systems determine the appropriate number for the first digit to the right of the decimal using the options stated on pages 3 through 6. In the following list, a 0 is placed as the first digit to the right of the decimal. Exceptions are a 3 designating a Virtual High School course, a 4 designating a one hour lab course, a 5 designating a two hour lab course, and a 6 designating a three hour lab course. The **second**, **third**, and **fourth digits to the right of the decimal** are static. The **fifth digit to the right of the decimal** will generally be a zero. However, local school systems should refer to pages 6 through 8 to determine if other digits should be used. The sixth and seventh digits to the right of the decimal are for local school system use. A total of nine digits (a two digit whole number and seven digits to the right of the decimal) must be given for each course. The following list includes seven of the nine required digits. As stated above, local school systems will either add two zeros for the last two digits or use other locally identified digits.

The position of the nine numbers is as follows:

12.3456789

The **two digit whole number** to the LEFT of the decimal designates the main subject area field.

EXAMPLES: 27.0000000 = MATHEMATICS

49.0000000 = MANUFACTURING SCIENCES

53.0000000 = MUSIC

The **first numerical digit** to the RIGHT of the decimal identifies the type of instruction.

EXAMPLE: 53.**0**000000 = MUSIC, GENERAL CLASSROOM INSTRUCTION

The options for the first numerical digit to the right of the decimal are explained below.

XX.00 = GENERAL INSTRUCTION

A 0 as the first numerical digit to the right of the decimal indicates general instruction. A 0 means that the course is taught in a traditional or regular classroom setting.

XX.11 = REMEDIAL INSTRUCTION

A 1 as the first numerical digit to the right of the decimal indicates that the student taking the course is identified as a participant in either the grades K-5 Early Intervention Program (EIP) or the grades 6-12 Remedial Education Program (REP). State Board of Education Rules 160-4-2-.17 EARLY INTERVENTION PROGRAM (EIP) and 160-4-5-.01 REMEDIAL EDUCATION PROGRAM identifies the eligibility requirements for students receiving EIP or REP instruction. The EIP provides an intervention program for students in grades K-5 who are at risk of not reaching or maintaining academic grade level in English language arts and/or mathematics in Kindergarten and in reading and/or math for grades 1-5. The REP provides a remedial educational program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and/or math. Consequently, a 1 in the first numerical digit to the right of the decimal is valid ONLY for EIP or REP served students at these grade levels.

XX.22 = GIFTED INSTRUCTION

A 2 as the first numerical digit to the right of the decimal indicates that the student taking the course is identified as a participant in Gifted Education. State Board of Education Rule 160-4-2-.38 Educational Program for Gifted Students describes the requirements necessary for students participating in the Gifted Education program. Courses for gifted students include mathematics, science, English/language arts, social studies, foreign languages, fine arts, and technology/career education. The approved delivery models for Gifted Education services are described in the *Department of Education Resource Manual for Gifted Education Programs*.

XX.33 = DISTANCE LEARNING

A 3 as the first numerical digit to the right of the decimal indicates that students taking the course are doing so in a distance learning classroom

setting. Distance learning can be through interactive telecommunications, virtual high school on-line courses, or any other setting when the instruction is delivered and received through electronic communication means. The courses listed with a 3 in the first digit to the right of the decimal in the following list are Virtual High School courses.

XX.44 = ONE HOUR LAB

A 4 as the first numerical digit to the right of the decimal indicates that students are taking the course as a one-hour lab class.

Vocational labs are state-approved vocational courses. Descriptions for vocational labs are found in FTE Program Codes and Weights. Vocational labs include the following criteria:

a. Replacement costs of equipment and materials are at least 50 percent higher than those needed for a general education class except for cooperative work-study labs.

b. Students spend a minimum of 25 percent of the instructional time in "hands-on" activities.

c. Students are enrolled in grades 9-12.

XX.55 = TWO HOUR LAB

A 5 as the first numerical digit to the right of the decimal indicates that students are taking the course as a two-hour lab class.

Vocational labs are state-approved vocational courses. Descriptions for vocational labs are found in FTE Program Codes and Weights. Vocational labs include the following criteria:

a. Replacement costs of equipment and materials are at least 50 percent higher than those needed for a general education class except for cooperative work-study labs.

b. Students spend a minimum of 25 percent of the instructional time in "hands-on" activities.

c. Students are enrolled in grades 9-12.

XX.66 = THREE HOUR LAB

A 6 as the first numerical digit to the right of the decimal indicates that students are taking the course as a three-hour lab class.

Vocational labs are state-approved vocational courses. Descriptions for vocational labs are found in FTE Program Codes and Weights. Vocational labs include the following criteria:

a. Replacement costs of equipment and materials are at least 50 percent higher than those needed for a general education class except for cooperative work-study labs.

b. Students spend a minimum of 25 percent of the instructional time in "hands-on" activities.

c. Students are enrolled in grades 9-12.

XX.77 = WORK-BASED LEARNING (WBL)

The system for assigning course numbers to students enrolled in Work-Based Learning is a unique coding process applicable to these numbers only. Other course numbering conventions, including the previous descriptions for coding of the first digit past the decimal in other course numbers, should not be applied to these work-based learning numbers. The following chart indicates the numbering convention that applies only to these work-based learning numbers. Criteria for placement of students in these courses may be found in the Standards and Guidelines available from the Career, Technical, and Agricultural Education Division.

A 7 as the first numerical digit to the right of the decimal indicates that students taking the course are participating in a work based learning program. State Board of Education Rule 160-4-3-.13 CAREER RELATED EDUCATION describes the requirements necessary for students to participate in the work-based learning program that include only students in grades 10-12.

Work-based programs may be designated in each CTAE pathway using the chart below. The five digits to the right of the decimal used in conjunction with the 7 will be applied to the two digit whole number that indicates the Program CIP code number. Using this system, student enrollments are possible in all CTAE pathways for up to 3 credits in each WBL placement.

Following are two examples of course numbers utilizing this numbering system:

07.711500Business and Computer Science WBL Placement

(This number may be used for an 11th grade student who is enrolled in or has completed the necessary course(s) in a Business and Computer Science pathway for a first time, 2 hour or 2 credit WBL placement).

21.721400Engineering and Technology WBL Placement

(This number may be used for an 12th grade student who is enrolled in or has completed the necessary course in an Engineering and Technology pathway for the second year, 1 hour or 1 credit WBL placement).

CIP #	Program Area	Year	Semester	Hours
XX.711400	Concentration/Pathway Title	Year one	Semester one	One hour
XX.712400	Concentration/Pathway Title	Year one	Semester two	One hour
XX.711500	Concentration/Pathway Title	Year one	Semester one	Two hour
XX.712500	Concentration/Pathway Title	Year one	Semester two	Two hour
XX.711600	Concentration/Pathway Title	Year one	Semester one	Three hour
XX.712600	Concentration/Pathway Title	Year one	Semester two	Three hour
XX.721400	Concentration/Pathway Title	Year two	Semester one	One hour
XX.722400	Concentration/Pathway Title	Year two	Semester two	One hour
XX.721500	Concentration/Pathway Title	Year two	Semester one	Two hour
XX.722500	Concentration/Pathway Title	Year two	Semester two	Two hour
XX.721600	Concentration/Pathway Title	Year two	Semester one	Three hour

XX.722600	Concentration/Pathway Title	Year two	Semester two	Three hour

XX.88 = GENERAL EDUCATION COURSE IN A SPECIAL EDUCATION SETTING

An 8 as the first numerical digit to the right of the decimal indicates the students are students whose Individualized Education Program (IEP) has placed them in a general education course but in a special education setting and are being taught by a certified special education teacher. Students in these classes are earning Carnegie unit credit.

Note: The number 90.XXXXXXX is used for any course determined by a student's Individualized Education Plan (IEP) and taught by a special education teacher. Carnegie unit credit is not given for those courses and the seven digits to the right of the decimal may be used as the school system wishes, such as, to identify semester, class period, teacher, etc.

XX.99 = GENERAL EDUCATION COURSE IN A GENERAL EDUCATION SETTING WITH SPECIAL EDUCATION SUPPORT

A 9 as the first numerical digit to the right of the decimal indicates the students are students whose Individualized Education Program (IEP) has placed them in a general education course in a general education setting but with a specified amount and model of special education support listed on the IEP. Students are taught by a certified general education teacher and also receive the identified IEP support by the appropriately certified special education personnel. Students in these classes are earning Carnegie unit credit.

Note: In accordance with guidance issued by the United States Department of Education, Office for Civil Rights on October 17, 2008, transcripts may not contain information disclosing students' disabilities. Therefore, course numbers that identify students as students with disabilities must not be printed on transcripts. Course numbers including .8 and .9 or a 90 prefix should not appear on student transcripts.

Below is a summary for the first digit to the right of the decimal.

XX.00 = GENERAL

XX.11 = REMEDIAL

XX.22 = GIFTED

XX.33 = DISTANCE LEARNING

XX.44 = ONE HOUR LAB

XX.55 = TWO HOUR LAB

XX.66 = THREE HOUR LAB

XX.77 = WORK-BASED LEARNING

XX.88 = GENERAL EDUCATION COURSE IN A SPECIAL EDUCATION SETTING

XX.99 = GENERAL EDUCATION COURSE IN A GENERAL EDUCATION SETTING WITH SPECIAL EDUCATION SUPPORT

The **second numerical digit** to the right of the decimal identifies the minor subject area.

EXAMPLE: 53.0**6**XXXXX = MUSIC

ETHNIC AND FOLK

The **third numerical digit** to the right of the decimal identifies the specific course or subject.

EXAMPLE: 53.06**3**XXXX = MUSIC

General Instruction

ETHNIC AND FOLK

Jazz

Jazz/Grade 8

The **fourth numerical digit** to the right of the decimal further identifies the type of course or subject.

EXAMPLE: 53.064**1**XXX = MUSIC

General Instruction

ETHNIC AND FOLK

Jazz

Beginning Jazz I

The **fifth numerical digit** to the right of the decimal reserves 0 and 1 for use by the Department. **A 0 is always used as the fifth numerical digit to the right of the decimal unless one of the following descriptions for the use of digits 2 through 9 apply**.

XX.XXXX**2**XX = **LOCALLY FUNDED**

A **2** as the fifth numerical digit to the right of the decimal indicates that the course is funded using local funds not state funds.

XX.XXXX**3**XX = **CREDIT IN LIEU OF ENROLLMENT**

A **3** as the fifth numerical digit to the right of the decimal indicates that students receive credit for a course in which they are not enrolled. Such instances would require a local policy that must be met in order for a student to receive credit without enrolling in the course. (For example, a student whose native language is not English could be given one or two Carnegie unit credits for foreign language if he/she can demonstrate proficiency in that language. A local system could use an end of Level I or II test or a proficiency test of its choice.)

XX.XXXX**4**XX = **DUAL ENROLLMENT CREDIT**

A **4** as the fifth numerical digit to the right of the decimal indicates that the students receive credit for the course while taking it for dual enrollment credit at a postsecondary public or private institution. Students participating in dual enrollment must adhere to the requirements found in State Board of Education Rule 160-4-2-.34 DUAL ENROLLMENT. Funding for dual enrollment course participation is provided through FTE, the Accel program, or the Hope Grant program. Refer to the Georgia Student Finance Commission web site for the Accel Program Course Directory for approved college courses, listed by college, for dual enrollment purposes and for additional information on funding and eligibility. Refer to the Career, Technical and Agricultural Education

(CTAE) Dual Enrollment Course Directory for college courses approved for dual enrollment purposes located on the Georgia Department of Education CTAE web site.

Note: Each college determines availability of courses and acceptance of credit.

XX.XXXX**5**XX = **JOINT ENROLLMENT CREDIT**

A **5** as the fifth numerical digit to the right of the decimal indicates that the students are enrolled in postsecondary coursework with an eligible postsecondary institution while continuing to pursue his or her high school diploma, but the student's high school has not agreed to accept the postsecondary coursework as credit toward the student's high school graduation requirements. Students participating in joint enrollment must adhere to the requirements found in State Board of Education Rule 160-4-2-.16 Scheduling for Instruction and Rule 160-4-2-.34 Dual Enrollment. Students are responsible for funding Joint Enrollment participation.

XX.XXXX**6**XX = **OUT-OF-STATE PUBLIC SCHOOL CREDIT**

A **6** as the fifth numerical digit to the right of the decimal indicates that students receive credit for the course taken at a public school, accredited and nonaccredited, out-of-state. State Board of Education Rule 160-5-1-.15 Acceptance of Transfer Credit and/or Grades provides additional guidelines for assigning credit.

XX.XXXX**7**XX = **IN-STATE AND OUT-OF-STATE PRIVATE SCHOOL CREDIT**

A **7** as the fifth numerical digit to the right of the decimal indicates that students receive credit for the course taken at a private school, accredited and nonaccredited, out-of-state. State Board of Education Rule 160-5-1-.15 Acceptance of Transfer Credit and/or Grades provides additional guidelines for assigning credit.

XX.XXXX**8**XX = **OUT-OF-USA CREDIT**

An **8** as the fifth numerical digit to the right of the decimal indicates students receive credit for the course taken at a school outside the United States of America. State Board of Education Rule 160-5-1-.15 Acceptance of Transfer Credit and/or Grades provides additional guidelines for assigning credit.

XX.XXXX**9**XX = **HOME SCHOOL CREDIT**

A **9** as the fifth numerical digit to the right of the decimal indicates that the students receive credit for the course taken at a home school.

Summary of options for the fifth digit to the right of the decimal:

23. 0610**0**XX = **RESERVED FOR STATE USE**

23. 0610**1**XX = **RESERVED FOR STATE USE**

23. 0610**2**XX = **LOCALLY FUNDED**

23. 0610**3**XX = **CREDIT IN LIEU OF ENROLLMENT**

23. 0610**4**XX = **DUAL ENROLLMEN CREDIT**

23. 0610**5**XX = **JOINT ENROLLMENT PRIVATE INSTITUTION CREDIT**

23. 0610**6**XX = **OUT-OF-STATE PUBLIC SCHOOLS CREDIT (ACCREDITED AND NONACCREDITED)**

23. 0610**7**XX = **PRIVATE (IN-STATE AND OUT-OF-STATE) SCHOOL CREDIT (ACCREDITED AND NONACCREDITED)**

23. 0610**8**XX = **OUT OF U.S.A. CREDIT**

23. 0610**9**XX = **HOME SCHOOL CREDIT**

EXAMPLE: 53.06417XX = MUSIC

General Instruction

ETHNIC AND FOLK

Jazz

Beginning Jazz I

COURSE TRANSFERRED FROM A PRIVATE SCHOOL

The **sixth and seventh numerical digits** to the right of the decimal are reserved for local system use. Zeros should be used in the two digits unless the local system chooses to use them.

EXAMPLE: 53.0641**000** = MUSIC

General instruction

ETHNIC AND FOLK

Beginning Jazz I

FIFTH DIGIT RESERVED FOR STATE USE. SIXTH AND SEVENTH DIGITS RESERVED FOR LOCAL SCHOOL SYSTEM USE

SUMMARY OF NUMBERING SYSTEM

Of the 9 digits in the course numbers to the right of the decimal, seven are reserved for state use and the final two are assigned for local system use.

[X X. X X X X X] [X X]

STATE USE LOCAL USE

EXAMPLE: **53**.XXXXXXX = **MUSIC (Main Subject Area)**

.**0**XXXXXX = **GENERAL INSTRUCTION (Type of Instruction)**

.X**6**XXXXX = **ETHNIC AND FOLK (Further defines subject)**

.XX**3**XXXX = **JAZZ/GRADE 8 (Further defines course)**

.XXX**0**XXX = **FURTHER DEFINES COURSE OR SUBJECT**

.XXXX**0**XX = **RESERVED FOR STATE USE; LOCALLY FUNDED; AND TRANSFERRED CREDIT**

.XXXXX**00** = **RESERVED FOR LOCAL SYSTEM USE**

The CIP numbering system does not ensure that the numbers within a given subject are consecutive. For example, 26 designates Life Science and

40 designates Physical Sciences. The numbers are grouped by subject area on the list rather than numerically.

The course list also provides information regarding required (r), core (c), and elective (e) credit options for College Preparatory (CP) and Technology/Career Preparatory (T/CP) high school diplomas. Refer to State Board of Education high school graduation rules for clarification regarding course requirements, core courses, and electives.

160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES.

State Funded Number	State Funded Course Title	CP	T/CP	See Accel Course Directory or CTAE Dual Enrollment Course Directory for Approved Dual Enrollment College Courses
13.	**EDUCATION**			
13.01000	TEACHER EDUCATION, GENERAL (GRADES 9-12)			
13.01100	Examining the Teaching Profession (FACS-ETP)	c/e	c/e	
13.01200	Contemporary Issues in Education (FACS-CIE)	c/e	c/e	
13.52100	Teaching as a Profession Internship (FACS-TPI)	c/e	c/e	
17.	**HEALTH**			
17.00	HEALTH EDUCATION, ELEMENTARY (GRADES K-5 AND MIDDLE GRADES 6-8)			
17.00100	Health/Grade K			
17.00200	Health/Grade 1			
17.00300	Health/Grade 2			

17.00400	Health/Grade 3		
17.00500	Health/Grade 4		
17.00600	Health/Grade 5		
17.00700	Health/Grade 6		
17.00800	Health/Grade 7		
17.00900	Health/Grade 8		
17.01	HEALTH EDUCATION, SECONDARY (GRADES 9-12)		
17.01100	Health	r	r
17.01200	Mental/Social Health	e	e
17.01300	First Aid and Safety	e	e
17.01400	Driver Education (1/2 unit)	e	e
23.	**ENGLISH/LANGUAGE ARTS**		
23.00000	LANGUAGE ARTS, GENERAL, ELEMENTARY (GRADES K-5)		
23.00100	Language Arts/Grade K		
23.00200	Language Arts/Grade 1		
23.00300	Language Arts/Grade 2		
23.00400	Language Arts/Grade 3		
23.00500	Language Arts/Grade 4		
23.00600	Language Arts/Grade 5		
23.01000	LANGUAGE ARTS, GENERAL, MIDDLE GRADES (GRADES 6-8)		
23.01100	Language Arts/Grade 6		
23.01110	Language Arts/Grade 6 - Academic Block Remediation		
23.01120	Language Arts/Grade 6 - Academic Block Enrichment		
23.01160	Language Arts/Grade 6 - Connections Remediation		
23.01170	Language Arts/Grade 6 - Connections Enrichment		
23.01200	Language Arts/Grade 7		

23.01210	Language Arts/Grade 7 - Academic Block Remediation	
23.01220	Language Arts/Grade 7 - Academic Block Enrichment	
23.01260	Language Arts/Grade 7 - Connections Remediation	
23.01270	Language Arts/Grade 7 - Connections Enrichment	
23.01300	Language Arts/Grade 8	
23.01310	Language Arts/Grade 8 - Academic Block Remediation	
23.01320	Language Arts/Grade 8 - Academic Block Enrichment	
23.01360	Language Arts/Grade 8 - Connections Remediation	
23.01370	Language Arts/Grade 8 - Connections Enrichment	
23.01400	Reading/Grade 6	
23.01410	Reading/Grade 6 - Academic Block Remediation	
23.01420	Reading/Grade 6 - Academic Block Enrichment	
23.01460	Reading/Grade 6 - Connections Remediation	
23.01470	Reading/Grade 6 - Connections Enrichment	
23.01500	Reading/Grade 7	
23.01510	Reading/Grade 7 - Academic Block Remediation	
23.01520	Reading/Grade 7 - Academic Block Enrichment	
23.01560	Reading/Grade 7 - Connections Remediation	
23.01570	Reading/Grade 7 - Connections Enrichment	
23.01600	Reading/Grade 8	

23.01610	Reading/Grade 8 - Academic Block Remediation		
23.01620	Reading/Grade 8 - Academic Block Enrichment		
23.01660	Reading/Grade 8 - Connections Remediation		
23.01670	Reading/Grade 8 - Connections Enrichment		
23.01700	Connections Speech		
23.02	ENGLISH LANGUAGE ARTS, HIGH SCHOOL (GRADES 9-12) CLASSICS AND COMPARATIVE LITERATURE		
23.02100	Mythology, (Greek, Roman, Norse)	e	e
23.02300	Shakespeare	e	e
23.02400	Literature and History of the Old Testament Era	e	e
23.02500	Literature and History of the New Testament Era	e	e
23.02600	An Introduction to Women's Literature	e	e
23.03	ENGLISH/LANGUAGE ARTS, (GRADES 9-12), COMPOSITION, SPECIFIC		
23.03100	Writer's Workshop	e	e
23.03200	Journalism I	e	e
23.03300	Journalism II	e	e
23.03400	Advanced Composition	c/e	c/e
23.03500	Journalism III	e	e
23.03600	Journalism IV	e	e
23.04	ENGLISH/LANGUAGE ARTS, (GRADES 9-12), LINGUISTICS		
23.04100	History of the English Language	e	e
23.04200	Oral/Written Communication (Speech)	e	e

23.04300	Advanced Placement Language/Composition	c/e	c/e
23.04600	Speech/Forensics I	e	e
23.04700	Speech/Forensics II	e	e
23.04800	Speech/Forensics III	e	e
23.04900	Speech/Forensics IV	e	e
23.05	ENGLISH/LANGUAGE ARTS (GRADES 9-12), LITERATURE, AMERICAN AND BRITISH		
23.05100	American Literature and Composition ***Only designated substitutions may be made for this course.***	r	r
23.05200	British Literature and Composition	c/e	c/e
23.05300	Advanced Placement Language and Composition (American Literature and Composition) ***May substitute for 23.05100***	c/e	c/e
23.06	ENGLISH/LANGUAGE ARTS, (GRADES 9-12) LITERATURE, GENERAL		
23.06100	Ninth Grade Literature and Composition	c/e	c/e
23.06200	Tenth Grade Literature and Composition	c/e	c/e
23.06300	World Literature and Composition	c/e	c/e
23.06400	Literary Types and Composition	c/e	c/e
23.06500	Advanced Placement Literature and Composition	c/e	c/e
23.06600	Contemporary Literature and Composition	c/e	c/e
23.06700	Multicultural Literature and Composition	c/e	c/e
23.06800	International Baccalaureate English SL (American Literature) ***May substitute for 23.05100***	c/e	c/e

23.06900	International Baccalaureate English HL (World Literature)	c/e	c/e
23.06110	International Baccalaureate Communication	c/e	c/e
23.06120	International Baccalaureate English B SL	c/e	c/e
23.06130	International Baccalaureate English B HL ***May substitute for 23.05100***	c/e	c/e
23.08	ENGLISH/LANGUAGE ARTS, (GRADES 9-12), READING		
23.08100	Communication Skills	e	e
23.08200	Reading Enrichment	e	e
23.08300	Basic Reading/Writing I	e	e
23.08400	Basic Reading/Writing II	e	e
23.08500	Basic Reading/Writing III	e	e
23.08600	Basic Reading/Writing IV	e	e
23.09	ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL), (GRADES 9-12)		
23.09000	ESOL SECONDARY (GRADES 9-12)		
23.09100	English ESOL I	c/e	c/e
23.09200	English ESOL II	c/e	c/e
23.09300	English ESOL III	c/e	c/e
23.09400	English ESOL IV	c/e	c/e
SCIENCE			
26.	**LIFE SCIENCES**		
26.01000	BIOLOGY, GENERAL		
26.01100	Science (Grade 7)		
26.01110	Science (Grade 7) Academic Block Remediation		
26.01120	Science (Grade 7) Academic Block Enrichment		
26.01160	Science (Grade 7) Connections Remediation		

26.01170	Science (Grade 7) Connections Enrichment		
26.01200	Biology I (Grades 9-12)	c/e	c/e
26.01300	Biology II (Grades 9-12)	c/e	c/e
26.01400	Advanced Placement Biology (Grades 9-12)	c/e	c/e
26.01500	Genetics (Grades 9-12)	c/e	c/e
26.01600	Applied Biology/Chemistry I (Grades 9-12)	e	c/e
26.01700	Applied Biology/Chemistry II (Grades 9-12)	e	c/e
26.01800	International Baccalaureate Biology SL	c/e	c/e
26.01900	International Baccalaureate Biology HL (Grades 9-12)	c/e	c/e
26.03	BOTANY (GRADES 9-12)		
26.03100	Botany 1	c/e	c/e
26.05	MICROBIOLOGY (GRADES 9-12)		
26.05100	Microbiology	c/e	c/e
26.06	OTHER SPECIALIZED AREAS, LIFE SCIENCES (GRADES 9-12)		
26.06100	Ecology	c/e	c/e
26.06110	Environmental Science	c/e	c/e
26.06200	Advanced Placement Environmental Science	c/e	c/e
26.06300	International Baccalaureate Environmental Systems	c/e	c/e
26.06400	Advanced Genetics/DNA Research	e	e
26.07	ZOOLOGY (GRADES 9-12)		
26.07100	Zoology	c/e	c/e
26.07200	Entomology	c/e	c/e
26.07300	Human Anatomy/Physiology	c/e	c/e
40.	**PHYSICAL SCIENCES**		

40.01	PHYSICAL SCIENCES, GENERAL		
40.01100	Physical Science (Grades 9-12)	c/e	c/e
40.01200	Principles of Technology I (Grades 9-12)	e	c/e
40.01300	Principles of Technology II (Grades 9-12)	e	c/e
40.01700	Science (Grade 8)		
40.01710	Science (Grade 8) Academic Block Remediation		
40.01720	Science (Grade 8) Academic Block Enrichment		
40.01760	Science (Grade 8) Connections Remediation		
40.01770	Science (Grade 8) Connections Enrichment		
40.01780	8th Grade Science Research		
40.02	ASTRONOMY (GRADES 9-12)		
40.02100	Astronomy	c/e	c/e
40.04	ATMOSPHERIC SCIENCES AND METEOROLOGY (GRADES 9-12)		
40.04100	Meteorology	c/e	c/e
40.05000	CHEMISTRY (GRADES 9-12)		
40.05100	Chemistry I	c/e	c/e
40.05200	Chemistry II	c/e	c/e
40.05300	Advanced Placement Chemistry	c/e	c/e
40.05500	International Baccalaureate Chemistry SL	c/e	c/e
40.05600	International Baccalaureate Chemistry HL	c/e	c/e
40.05700	Organic Chemistry ***Magnet school and Post-AP only***	c/e	c/e
40.05800	Biochemistry **Magnet school and Post-AP only**	c/e	c/e
40.06	GEOLOGICAL SCIENCES		

40.06100	Science (Grade 6)		
40.06110	Science (Grade 6) Academic Block Remediation		
40.06120	Science (Grade 6) Academic Block Enrichment		
40.06160	Science (Grade 6) Connections Remediation		
40.06170	Science (Grade 6) Connections Enrichment		
40.06300	Geology (Grades 9-12)	c/e	c/e
40.06400	Earth Systems	c/e	c/e
40.07	OTHER PHYSICAL SCIENCES (GRADES 9-12)		
40.07100	Oceanography	c/e	c/e
40.07200	Science, Technology and Society	c/e	c/e
40.08	PHYSICS (GRADES 9-12)		
40.08100	Physics I	c/e	c/e
40.08200	Physics II	c/e	c/e
40.08300	Advanced Placement Physics B	c/e	c/e
40.08410	Advanced Placement Physics C: Mechanics	c/e	c/e
40.08420	Advanced Placement Physics C: Electricity and Magnetism	c/e	c/e
40.08500	International Baccalaureate Physics SL	c/e	c/e
40.08600	International Baccalaureate Physics HL	c/e	c/e
40.08800	Special Topics in Modern Physic**s** **Magnet school and Post-AP only**	c/e	c/e
40.08900	Advanced Physics Principles/Robotics (Post AP Science typically for Magnet Students)	c/e	c/e
40.09	GENERAL ADVANCED SCIENCE		

40.09100	Advanced Scientific Internship (Post AP Science typically for Magnet Students)	e	e
40.09210	Scientific Research I	c/e	c/e
40.09220	Scientific Research II	c/e	c/e
40.09230	Scientific Research III	c/e	c/e
40.09240	Scientific Research IV	c/e	c/e
40.09300	Forensic Science	e	e
40.09400	Chemical & Material Science Engineering	e	e
40.09500	International Baccalaureate Design Technology SL	c/e	c/e
40.09600	International Baccalaureate Design Technology HL	c/e	c/e
41.	**SCIENCE, ELEMENTARY (GRADES K-5)**		
41.01	SCIENCE, ELEMENTARY		
41.01100	Science/Grade K		
41.01200	Science/Grade 1		
41.01300	Science/Grade 2		
41.01400	Science/Grade 3		
41.01500	Science/Grade 4		
41.01600	Science/Grade 5		
27.	MATHEMATICS		
27.01	MATHEMATICS, GENERAL, ELEMENTARY (GRADES K-5)		
27.01100	Mathematics/Grade K		
27.01200	Mathematics/Grade 1		
27.01300	Mathematics/Grade 2		
27.01400	Mathematics/Grade 3		
27.01500	Mathematics/Grade 4		
27.01600	Mathematics/Grade 5		
27.02	MATHEMATICS/GENERAL MIDDLE GRADES (6-8)		
27.02100	Mathematics/Grade 6		

27.02110	Mathematics/Grade 6 - Academic Block Remediation		
27.02120	Mathematics/Grade 6 - Academic Block Enrichment		
27.02160	Mathematics/Grade 6 - Connections Remediation		
27.02170	Mathematics/Grade 6 - Connections Enrichment		
27.02200	Mathematics/Grade 7		
27.02210	Mathematics/Grade 7 - Academic Block Remediation		
27.02220	Mathematics/Grade 7 - Academic Block Enrichment		
27.02260	Mathematics/Grade 7 - Connections Remediation		
27.02270	Mathematics/Grade 7 - Connections Enrichment		
27.02300	Mathematics/Grade 8		
27.02310	Mathematics/Grade 8 - Academic Block Remediation		
27.02320	Mathematics/Grade 8 - Academic Block Enrichment		
27.02360	Mathematics/Grade 8 - Connections Remediation		
27.02370	Mathematics/Grade 8 - Connections Enrichment		
27.03	MATHEMATICS, SECONDARY BASIC (GRADES 9-12)		
27.03100	Basic Mathematics I	e	e
27.03200	Basic Mathematics II	e	e
27.04	MATHEMATICS, SECONDARY (GRADES 9-12)		
27.05400	Concepts of Probability and Statistics	e	c/e
27.05500	Concepts of Problem Solving	e	c/e
27.05600	Concepts of Algebra	e	c/e

27.04400	Mathematics Support I	e	e
27.04500	Mathematics Support II	e	e
27.04510	Applied Problem Solving	c/e	c/e
27.04700	Pre-Algebra	e	c/e
27.04800	SREB Math	e	c/e
27.04610	Applied Algebra	c/e	c/e
27.04900	Applied Geometry	c/e	c/e
27.05300	Mathematical Money Management	e	c/e
27.06100	Algebra I	c/e	c/e
27.06200	Informal Geometry	c/e	c/e
27.06300	Euclidean Geometry	c/e	c/e
27.06400	Algebra II	c/e	c/e
27.06610	Algebra III	c/e	c/e
27.05100	Statistics	c/e	c/e
27.07400	Advanced Placement Statistics	c/e	c/e
27.06500	Advanced Algebra and Trigonometry	c/e	c/e
27.06700	Analysis (Pre-Calculus)	c/e	c/e
27.06120	International Baccalaureate Mathematics SL	c/e	c/e
27.06900	Discrete Mathematics	c/e	c/e
27.06130	International Baccalaureate Mathematics HL	c/e	c/e
27.07100	Calculus	c/e	c/e
27.07200	Advanced Placement Calculus AB	c/e	c/e
27.07300	Advanced Placement Calculus BC	c/e	c/e
27.07500	Advanced Calculus	c/e	c/e
27.07600	Advanced Calculus II	c/e	c/e
27.05200	History of Mathematics	e	e
27.05220	IB Mathematics Mathematical Methods	c/e	c/e
27.05240	IB Mathematical Studies SL	c/e	c/e

35.	**PERSONAL, INTERPERSONAL AND SOCIAL SKILLS**		
35.00	PERSONAL, INTERPERSONAL AND SOCIAL SKILLS (GRADES 6-8)		
35.01100	Computer Literacy 6		
35.01200	Computer Literacy 7		
35.01300	Computer Literacy 8		
35.01400	Library/Research/Reading Skills 6		
35.01500	Library/Research/Reading Skills 7		
35.01600	Library/Research/Reading Skills 8		
35.01700	Study Skills 6		
35.01800	Study Skills 7		
35.01900	Study Skills 8		
35.02100	Survey of High School Courses 6		
35.02200	Survey of High School Courses 7		
35.02300	Survey of High School Courses 8		
35.02700	Skills for Adolescents 6		
35.02800	Skills for Adolescents 7		
35.02900	Skills for Adolescents 8		
35.04	PEER FACILITATION (GRADES 9-12)		
35.04100	Peer Facilitation I	e	e
35.04200	Peer Facilitation II	e	e
35.04300	Peer Facilitation III	e	e
35.04000	Peer Facilitation IV	e	e
35.05	SOCIAL SKILLS (GRADES 9-12)		
35.05100	Social Skills I	e	e
35.05200	Social Skills II	e	e
35.05300	Social Skills III	e	e
35.05400	Social Skills IV	e	e
35.06	STUDY SKILLS (GRADES 9-12)		

35.06100	Study Skills I	e	e
35.06200	Study Skills II	e	e
35.06300	Study Skills III	e	e
35.06400	Study Skills IV	e	e
35.06600	SAT Preparation	e	e
35.06700	Tools for College Success	e	e
35.06800	High School Transition	e	e
35.07	THEORY OF KNOWLEDGE		
35.07000	International Baccalaureate Theory of Knowledge	c/e	c/e
36.	**PHYSICAL EDUCATION**		
36.00	PHYSICAL EDUCATION, (GRADES K-8)		
36.00100	Physical Education/Grade K		
36.00200	Physical Education/Grade 1		
36.00300	Physical Education/Grade 2		
36.00400	Physical Education/Grade 3		
36.00500	Physical Education/Grade 4		
36.00600	Physical Education/Grade 5		
36.00700	Physical Education/Grade 6		
36.00800	Physical Education/Grade 7		
36.00900	Physical Education/Grade 8		
36.01	PHYSICAL EDUCATION, SECONDARY, GENERAL (GRADES 9-12)		
36.01100	General Physical Education I	e	e
36.01200	General Physical Education II	e	e
36.01300	General Physical Education III	e	e
36.01400	General Physical Education IV	e	e
36.01500	Principles of Athletic Training /Sports Medicine	e	e
36.01600	Theory in Physical Education	e	e
36.02	PHYSICAL EDUCATION, SECONDARY,		

	INTRODUCTORY SPORTS (GRADES 9-12)		
36.02100	Introductory Team Sports	e	e
36.02200	Introductory Lifetime Sports	e	e
36.02300	Introductory Track and Field	e	e
36.02400	Introductory Aquatics/Water Sports	e	e
36.02500	Introductory Outdoor Education	e	e
36.02600	Introductory Rhythmics and Dance	e	e
36.02700	Introductory Recreational Games	e	e
36.02800	Introductory Gymnastics, Stunts and Tumbling	e	e
36.02900	Introductory Self-Defense	e	e
36.03	PHYSICAL EDUCATION, SECONDARY, INTERMEDIATE SPORTS (GRADES 9-12)		
36.03100	Intermediate Team Sports	e	e
36.03200	Intermediate Lifetime Sports	e	e
36.03300	Intermediate Track and Field	e	e
36.03400	Intermediate Aquatics/Water Sports	e	e
36.03500	Intermediate Outdoor Education	e	e
36.03600	Intermediate Rhythmics and Dance	e	e
36.03700	Intermediate Recreational Games	e	e
36.03800	Intermediate Gymnastics, Stunts and Tumbling	e	e
36.03900	Intermediate Self-Defense	e	e
36.04	PHYSICAL EDUCATION, SECONDARY, ADVANCED SPORTS GRADES 9-12)		
36.04100	Advanced Team Sports	e	e
36.04200	Advanced Lifetime Sports	e	e
36.04300	Advanced Track and Field	e	e

36.04400	Advanced Aquatics/Water Sports	e	e
36.04500	Advanced Outdoor Education	e	e
36.04600	Advanced Rhythmics and Dance	e	e
36.04700	Advanced Recreational Games	e	e
36.04800	Advanced Gymnastics, Stunts and Tumbling	e	e
36.04900	Advanced Self-Defense	e	e
36.05	PHYSICAL EDUCATION, SECONDARY, PERSONAL FITNESS AND CONDITIONING (GRADES 9-12)		
36.05100	Personal Fitness	r	r
36.05200	Physical Conditioning	e	e
36.05300	Aerobic Dance	e	e
36.05400	Weight Training	e	e
36.05500	Exercise and Weight Control	e	e
36.05600	Body Sculpting	e	e
36.05700	Intermediate Aerobic Dance	e	e
36.06	PHYSICAL EDUCATION, SECONDARY, ADVANCED PERSONAL FITNESS AND CONDITIONING (GRADES 9-12)	c/e	c/e
36.06100	Advanced Personal Fitness	c/e	c/e
36.06200	Advanced Physical Conditioning	e	e
36.06300	Advanced Aerobic Dance	e	e
36.06400	Advanced Weight Training	e	e
36.06500	Advanced Exercise and Weight Control	e	e
36.06600	Advanced Body Sculpting	e	e
36.07	PHYSICAL EDUCATION, SECONDARY, ADAPTIVE (GRADES 9-12)		
36.07100	Adaptive Physical Education I	e	e
36.07200	Adaptive Physical Education II	e	e

36.07300	Adaptive Physical Education III	e	e
36.07400	Adaptive Physical Education IV	e	e
45.00	**SOCIAL SCIENCES**		
45.00	SOCIAL STUDIES, ELEMENTARY (K-5) AND MIDDLE GRADES (6-8)		
45.00100	Social Studies/Grade K		
45.00200	Social Studies/Grade 1		
45.00300	Social Studies/Grade 2		
45.00400	Social Studies/Grade 3		
45.00500	Social Studies/Grade 4		
45.00600	Social Studies/Grade 5		
45.00700	Social Studies/Grade 6		
45.00710	Social Studies/Grade 6 - Academic Block Remediation		
45.00720	Social Studies/Grade 6 - Academic Block Enrichment		
45.00760	Social Studies/Grade 6 - Connections Remediation		
45.00770	Social Studies/Grade 6 - Connections Enrichment		
45.00800	Social Studies/Grade 7		
45.00810	Social Studies/Grade 7 - Academic Block Remediation		
45.00820	Social Studies/Grade 7 - Academic Block Enrichment		
45.00860	Social Studies/Grade 7 - Connections Remediation		
45.00870	Social Studies/Grade 7 - Connections Enrichment		
45.00900	Georgia Studies/Grade 8		
45.00910	Georgia Studies/Grade 8 - Academic Block Remediation		
45.00920	Georgia Studies/Grade 8 - Academic Block Enrichment		

45.00960	Georgia Studies/Grade 8 - Connections Remediation		
45.00970	Georgia Studies/Grade 8 - Connections Enrichment		
45.01	SOCIAL SCIENCE, SECONDARY, GENERAL (GRADES 9-12)		
45.01100	Comparative Religions	e	e
45.01200	Current Issues	e	e
45.01300	Technology and Society	e	e
45.01310	International Baccalaureate Information Technology in a Global Society SL	e	e
45.01320	International Baccalaureate Information Technology in a Global Society HL	e	e
45.01400	The Humanities/Social Studies	e	e
45.01500	Psychology	e	e
45.01600	Advanced Placement Psychology	e	e
45.01700	International Baccalaureate Psychology SL	e	e
45.01710	International Baccalaureate Psychology HL	e	e
45.02	ANTHROPOLOGY (GRADES 9-12)		
45.02100	Anthropology	e	e
45.03	SOCIOLOGY (GRADES 9-12)		
45.03100	Sociology	e	e
45.03200	Ethnic Studies	e	e
45.05	POLITICAL SCIENCE AND GOVERNMENT (GRADES 9-12)		
45.05200	Advanced Placement Government/Politics: United States ***May substitute for 45.05700***	c/e	c/e

45.05300	Advanced Placement Government/Politics: Comparative	c/e	c/e
45.05500	Constitutional Theory	e	e
45.05600	The Individual and the Law	e	e
45.05700	American Government/Civics	r	r
45.05710	American Government/Civics Support	e	e
45.05800	Ethics and the Law	e	e
45.05900	Peer Leadership I	e	e
45.06	ECONOMICS (GRADES 9-12)		
45.06100	Economics/Business/Free Enterprise	r	r
45.06200	Advanced Placement Macroeconomics ***May substitute for 45.06100.***	c/e	c/e
45.06300	Advanced Placement Microeconomics***May substitute for 45.06100.***	c/e	c/e
45.06400	Comparative Political/Economic Systems	e	e
45.06500	International Baccalaureate Economics SL ***May substitute for 45.06100.***	c/e	c/e
45.06600	International Baccalaureate Economics HL	c/e	c/e
45.07	GEOGRAPHY (GRADES 9-12)		
45.07110	World Geography	e	c/e
45.07200	Asian Studies	e	e
45.07300	Latin American Studies	e	e
45.07400	Middle Eastern Studies	e	e
45.07500	Sub-Saharan Studies	e	e
45.07600	Local Area Studies/Geography	e	e
45.07700	Advanced Placement Human Geography	e	e

45.07800	International Baccalaureate Geography SL	e	e
45.08	HISTORY (GRADES 9-12)		
45.08100	United States History	r	r
45.08130	United States History Support	e	e
45.08120	U.S. History in Film	e	e
45.08200	Advanced Placement United States History ***May substitute for 45.08100***	c/e	c/e
45.08300	World History	r	c/e
45.08310	World History/Geography Support	e	e
45.08110	Advanced Placement World History ***May substitute for 45.08100***	c/e	c/e
45.08400	Advanced Placement European History	e	e
45.08500	Georgia History	e	e
45.08600	Local Area Studies/History	e	e
45.08700	International Baccalaureate History of the Americas SL (U. S. History). ***May substitute for 45.08100***	e	e
45.08800	International Baccalaureate Twentieth Century History	c/e	c/e
45.08900	Modern U.S. Military History, 19l8-present	e	e
45.08910	Early U.S. Military History	e	e
45.08920	Recent U.S. Presidents	e	e
45.08930	International Baccalaureate History of the Americas HL	e	e
45.09	INTERNATIONAL RELATIONS (GRADES 9-12)		
45.09100	United States and World Affairs	e	e
45.09200	World Area Studies	e	e
45.09300	International Baccalaureate Internship	e	e

50.	**VISUAL ARTS**		
50.00	VISUAL ARTS, ELEMENTARY (GRADES K-5)		
50.00100	Visual Arts/Grade K		
50.00200	Visual Arts/Grade 1		
50.00300	Visual Arts/Grade 2		
50.00400	Visual Arts/Grade 3		
50.00500	Visual Arts/Grade 4		
50.00600	Visual Arts/Grade 5		
50.01000	VISUAL ARTS, MIDDLE GRADES (GRADES 6-8)		
50.01100	Visual Arts/Grade 6		
50.01200	Visual Arts/Grade 7		
50.01300	Visual Arts/Grade 8		
50.02	VISUAL ARTS/COMPREHENSIVE (GRADES 9-12)		
50.02110	Visual Arts/Comprehensive I	c/e	c/e
50.02120	Visual Arts/Comprehensive II	c/e	c/e
50.02130	Visual Arts/Comprehensive III	c/e	c/e
50.02140	Visual Arts/Comprehensive IV	c/e	c/e
50.02150	Visual Arts/Comprehensive V	c/e	c/e
50.02160	Visual Arts/Comprehensive VI	c/e	c/e
50.02170	Visual Arts/Comprehensive VII	c/e	c/e
50.02180	Visual Arts/Comprehensive VIII	c/e	c/e
50.03	VISUAL ARTS/DRAWING AND PAINTING (GRADES 9-12)		
50.03110	Visual Arts/Drawing I	c/e	c/e
50.03120	Visual Arts/Drawing II	c/e	c/e
50.03130	Visual Arts/Drawing & Painting I	c/e	c/e
50.03140	Visual Arts/Drawing & Painting II	c/e	c/e
50.03210	Visual Arts/Painting I	c/e	c/e
50.03220	Visual Arts/Painting II	c/e	c/e

50.04	VISUAL ARTS/FINE AND FOLK CRAFTS (GRADES 9-12)		
50.04110	Visual Arts/Ceramics/Pottery I	c/e	c/e
50.04120	Visual Arts/Ceramics/Pottery II	c/e	c/e
50.04130	Visual Arts/Ceramics/Pottery III	c/e	c/e
50.04140	Visual Arts/Ceramics/Pottery IV	c/e	c/e
50.04210	Visual Arts/Fibers I	c/e	c/e
50.04220	Visual Arts/Fibers II	c/e	c/e
50.04230	Visual Arts/Fibers III	c/e	c/e
50.04240	Visual Arts/Fibers IV	c/e	c/e
50.04310	Visual Arts/Applied Design I	c/e	c/e
50.04320	Visual Arts/Applied Design II	c/e	c/e
50.04330	Visual Arts/Applied Design III	c/e	c/e
50.04340	Visual Arts/Applied Design IV	c/e	c/e
50.04400	International Baccalaureate Visual Arts SL	c/e	c/e
50.04500	International Baccalaureate Visual Arts HL	c/e	c/e
50.04600	Jewelry and Metal Crafts I	e	e
50.05	VISUAL ARTS/PRINTMAKING (GRADES 9-12)		
50.05110	Visual Arts/Printmaking I	c/e	c/e
50.05120	Visual Arts/Printmaking II	c/e	c/e
50.05130	Visual Arts/Printmaking III	c/e	c/e
50.05140	Visual Arts/Printmaking IV	c/e	c/e
50.06	VISUAL ARTS/SCULPTURE (GRADES 9-12)		
50.06110	Visual Arts/Sculpture I	c/e	c/e
50.06120	Visual Arts/Sculpture II	c/e	c/e
50.06130	Visual Arts/Sculpture III	c/e	c/e
50.06140	Visual Arts/Sculpture IV	c/e	c/e
50.07	VISUAL ARTS/MEDIA ARTS (GRADES 9-12)		
50.07110	Visual Arts/Photography I	c/e	c/e

50.07120	Visual Arts/Photography II	c/e	c/e
50.07130	Visual Arts/Photography III	c/e	c/e
50.07140	Visual Arts/Photography IV	c/e	c/e
50.07210	Visual Arts/Graphics I	c/e	c/e
50.07220	Visual Arts/Graphics II	c/e	c/e
50.07230	Visual Arts/Graphics III	c/e	c/e
50.07240	Visual Arts/Graphics IV	c/e	c/e
50.07250	Graphics Animation & Design Projects	e	e
50.07270	Advanced Digital & Media Design Projects	e	e
50.07310	Visual Arts/Video I	c/e	c/e
50.07320	Visual Arts/Video II	c/e	c/e
50.07330	Visual Arts/Video III	c/e	c/e
50.07340	Visual Arts/Video IV	c/e	c/e
50.08	VISUAL ARTS/ADVANCED PLACEMENT STUDIO (GRADES 9-12)		
50.08110	Visual Arts/Advanced Placement Studio: Drawing	c/e	c/e
50.08130	Advanced Placement Studio: 2D Design Portfolio	c/e	c/e
50.08140	Advanced Placement Studio: 3D Design Portfolio	c/e	c/e
50.09	VISUAL ARTS/ART HISTORY AND CRITICISM (GRADES 9-12)		
50.09110	Visual Arts/Art History and Criticism I	c/e	c/e
50.09120	Visual Arts/Art History and Criticism II	c/e	c/e
50.09210	Advanced Placement History of Art	c/e	c/e
51.	**DANCE**		
51.00	DANCE, ELEMENTARY (GRADES K-5)		

51.00100	Dance (Grade K)		
51.00200	Dance (Grade)		
51.00300	Dance (Grade 2)		
51.00400	Dance (Grade 3)		
51.00500	Dance (Grade 4)		
51.00600	Dance (Grade 5)		
51.01	DANCE, MIDDLE GRADES (6-8)		
51.01100	Proficient Dance (Grade 6)		
51.01110	Advanced Dance (Grade 6)		
51.01200	Proficient Dance (Grade 7)		
51.01210	Advanced Dance (Grade 7)		
51.01300	Proficient Dance (Grade 8)		
51.01310	Advanced Dance (Grade 8)		
51.02	DANCE, SECONDARY, BALLET (GRADES 9-12)		
51.02100	Ballet I	c/e	c/e
51.02200	Ballet II	c/e	c/e
51.02300	Ballet III	c/e	c/e
51.02400	Ballet IV	c/e	c/e
51.02500	Ballet V	c/e	c/e
51.03	DANCE, SECONDARY, JAZZ DANCE (GRADES 9-12		
51.03100	Jazz Dance I	c/e	c/e
51.03200	Jazz Dance II	c/e	c/e
51.03300	Jazz Dance III	c/e	c/e
51.03400	Jazz Dance IV	c/e	c/e
51.04	DANCE, SECONDARY, MODERN (GRADES 9-12)		
51.04100	Modern Dance I	c/e	c/e
51.04200	Modern Dance II	c/e	c/e
51.04300	Modern Dance III	c/e	c/e
51.04400	Modern Dance IV	c/e	c/e

51.05	DANCE, SECONDARY, GENERAL (GRADES 9-12)		
51.05100	Dance History	c/e	c/e
51.05200	Dance Composition	c/e	c/e
51.05300	Dance I (Grades 9-12)	c/e	c/e
51.05400	Dance II (Grades 9-12)	c/e	c/e
51.05500	Dance III (Grades 9-12)	c/e	c/e
51.05600	Dance IV (Grades 9-12)	c/e	c/e
51.06	SPECIALIZED DANCE		
51.06100	Men's Dance	c/e	c/e
51.06200	African Dance	c/e	c/e
52.	**DRAMATIC ARTS**		
52.00	DRAMATIC ARTS, ELEMENTARY (GRADES K-5)		
52.00100	Theatre Arts (Grade K)		
52.00200	Theatre Arts (Grade 1)		
52.00300	Theatre Arts (Grade 2)		
52.00400	Theatre Arts (Grade 3)		
52.00500	Theatre Arts (Grade 4)		
52.00600	Theatre Arts (Grade 5)		
52.01	DRAMATIC ARTS, MIDDLE (GRADES 6-8)		
52.01100	Theatre Arts (Grade 6)		
52.01200	Theatre Arts (Grade 7)		
52.01300	Theatre Arts (Grade 8)		
52.02	DRAMATIC ARTS/FUNDAMENTALS, SECONDARY (GRADES 9-12)		
52.02100	Theatre Arts/Fundamentals I	c/e	c/e
52.02200	Theatre Arts/Fundamentals II	c/e	c/e
52.02300	Dramatic Arts/Fundamentals III	c/e	c/e
52.02400	Dramatic Arts/Fundamentals IV	c/e	c/e
52.03	DRAMATIC ARTS/MUSICAL THEATER (GRADES 9-12)		

52.03100	Theatre Arts/Musical Theater I	c/e	c/e
52.03200	Theatre Arts/Musical Theater II	c/e	c/e
52.03300	Theatre Arts/Musical Theater III	c/e	c/e
52.03400	Dramatic Arts/Musical Theater IV	c/e	c/e
52.04	DRAMATIC ARTS/TECHNICAL THEATER (GRADES 9-12)		
52.04100	Theatre Arts/Technical Theater I	c/e	c/e
52.04200	Theatre Arts/Technical Theater II	c/e	c/e
52.04300	Theatre Arts/Technical Theater III	c/e	c/e
52.04400	Theatre Arts/Technical Theater IV	c/e	c/e
52.04500	Theater Technology I	c/e	c/e
52.04600	Theater Technology II	c/e	c/e
52.04700	Theater Technology III	c/e	c/e
52.04800	Theater Technology IV	c/e	c/e
52.04900	Foundations of Sound Recording	e	e
52.04910	Advanced Recording and Post Production Techniques	e	e
52.04920	Multi-Channel and Applied Digital Audio	e	e
52.05	DRAMATIC ARTS/ADVANCED DRAMA (GRADES 9-12)		
52.05100	Theatre Arts/Advanced Drama I	c/e	c/e
52.05200	Theatre Arts/Advanced Drama II	c/e	c/e
52.05230	Theatre Arts/Advanced Drama III	c/e	c/e
52.05240	Theatre Arts/Advanced Drama IV	c/e	c/e
52.05300	International Baccalaureate Theatre Arts SL	c/e	c/e
52.05400	International Baccalaureate Theatre Arts HL	c/e	c/e
52.05500	International Baccalaureate Theatre Arts III	c/e	c/e
52.05600	International Baccalaureate Theatre Arts IV	c/e	c/e

52.06	DRAMATIC ARTS/ACTING (GRADES 9-12)		
52.06100	Theatre Arts/Acting I	c/e	c/e
52.06200	Theatre Arts/Acting II	c/e	c/e
52.06300	Theatre Arts/Acting III	c/e	c/e
52.07	DRAMATIC ARTS/FILM/VIDEO & TELEVISION (GRADES 9-12)		
52.07100	Dramatic Arts/Film/Video & Television I	c/e	c/e
52.07200	Dramatic Arts/Film/Video & Television II	c/e	c/e
52.08	DRAMATIC ARTS/HISTORY AND LITERATURE (GRADES 9-12)		
52.08100	Theatre Arts Literature I	c/e	c/e
52.08200	Theatre Arts Literature II	c/e	c/e
52.09	SPECIALIZED THEATRE		
52.09100	Theatre Marketing	c/e	c/e
53.	**MUSIC**		
53.00	MUSIC, ELEMENTARY GENERAL (GRADES K-5 AND MIDDLE GRADES 6-8)		
53.00100	Music, General/Grade K		
53.00200	Music, General/Grade 1		
53.00300	Music, General/Grade 2		
53.00400	Music, General/Grade 3		
53.00500	Music, General/Grade 4		
53.00600	Music, General/Grade 5		
53.00700	Music, General/Grade 6		
53.00800	Music, General/Grade 7		
53.00900	Music, General/Grade 8		
53.01	MUSIC, APPRECIATION, GENERAL		
53.01100	Music Appreciation/Grade 6		

53.01200	Music Appreciation/Grade 7		
53.01300	Music Appreciation/Grade 8		
53.01400	Music Appreciation I (Grades 9-12)	c/e	c/e
53.01500	Music Appreciation II (Grades 9-12)	c/e	c/e
53.01600	Music Appreciation III (Grades 9-12)	c/e	c/e
53.01700	Music Appreciation IV (Grades 9-12)	c/e	c/e
53.02	MUSIC, SECONDARY, GENERAL (GRADES 9-12)		
53.02100	Beginning Music Theory and Composition	c/e	c/e
53.02200	Intermediate Music Theory and Composition	c/e	c/e
53.02210	Beginning Music Technology	c/e	c/e
53.02220	Intermediate Music Technology	c/e	c/e
53.02230	Advanced Music Technology	c/e	c/e
53.02240	Advanced Music Theory and Composition	c/e	c/e
53.02250	Mastery Music Technology	c/e	c/e
53.02300	Advanced Placement Music Theory	c/e	c/e
53.02400	Music History and Literature I	c/e	c/e
53.02500	Music History and Literature II	c/e	c/e
53.02600	Contemporary Music Studies, Ethnic and Folk	c/e	c/e
53.02900	International Baccalaureate Music SL	c/e	c/e
53.02910	International Baccalaureate Music HL	c/e	c/e
53.03	MUSIC, BAND		
53.03100	Band (Grades K-5)		
53.03300	Beginning Band (Grade 6)		
53.03310	Intermediate Band (Grade 6)		

53.03320	Advanced Band (Grade 6)		
53.03400	Beginning Band (Grade 7)		
53.03410	Intermediate Band (Grade 7)		
53.34200	Advanced Band (Grade 7)		
53.03500	Beginning Band (Grade 8)		
53.03510	Intermediate Band (Grade 8)		
53.03520	Advanced Band (Grade 8)		
53.03610	Beginning Band I (Grades 9-12)	c/e	c/e
53.03620	Beginning Band II (Grades 9-12)	c/e	c/e
53.03630	Beginning Band III (Grades 9-12)	c/e	c/e
53.03640	Beginning Band IV (Grades 9-12)	c/e	c/e
53.03710	Intermediate Band I (Grades 9-12)	c/e	c/e
53.03720	Intermediate Band II (Grades 9-12)	c/e	c/e
53.03730	Intermediate Band III (Grades 9-12)	c/e	c/e
53.03740	Intermediate Band IV (Grades 9-12)	c/e	c/e
53.03810	Advanced Band I (Grades 9-12)	c/e	c/e
53.03820	Advanced Band II (Grades 9-12)	c/e	c/e
53.03830	Advanced Band III (Grades 9-12)	c/e	c/e
53.03840	Advanced Band IV (Grades 9-12)	c/e	c/e
53.03910	Mastery Band I (Grades 9-12)	c/e	c/e
53.03920	Mastery Band II (Grades 9-12)	c/e	c/e
53.03930	Mastery Band III (Grades 9-12)	c/e	c/e
53.03940	Mastery Band IV (Grades 9-12)	c/e	c/e
53.05	MUSIC, ORCHESTRA		
53.05100	Orchestra (Grades K-5)		
53.05300	Beginning Orchestra (Grade 6)		
53.05310	Intermediate Orchestra (Grade 6)		
53.05320	Advanced Orchestra (Grade 6)		
53.05400	Beginning Orchestra (Grade 7)		
53.05410	Intermediate Orchestra (Grade 7)		
53.05420	Advanced Orchestra (Grade 7)		

53.05500	Beginning Orchestra/Grade 8		
53.05510	Intermediate Orchestra/Grade 8		
53.05520	Advanced Orchestra/Grade 8		
53.05610	Beginning Orchestra I (Grades 9-12)	c/e	c/e
53.05620	Beginning Orchestra II (Grades 9-12)	c/e	c/e
53.05630	Beginning Orchestra III (Grades 9-12)	c/e	c/e
53.05640	Beginning Orchestra IV (Grades 9-12)	c/e	c/e
53.05710	Intermediate Orchestra I (Grades 9-12)	c/e	c/e
53.05720	Intermediate Orchestra II (Grades 9-12)	c/e	c/e
53.05730	Intermediate Orchestra III (Grades 9-12)	c/e	c/e
53.05740	Intermediate Orchestra IV (Grades 9-12)	c/e	c/e
53.05810	Advanced Orchestra I (Grades 9-12)	c/e	c/e
53.05820	Advanced Orchestra II (Grades 9-12)	c/e	c/e
53.05830	Advanced Orchestra III (Grades 9-12)	c/e	c/e
53.05840	Advanced Orchestra IV (Grades 9-12)	c/e	c/e
53.05910	Mastery Orchestra I (Grades 9-12)	c/e	c/e
53.05920	Mastery Orchestra II (Grades 9-12)	c/e	c/e
53.05930	Mastery Orchestra III (Grades 9-12)	c/e	c/e
53.05940	Mastery Orchestra IV (Grades 9-12)	c/e	c/e
53.06	MUSIC, ETHNIC AND FOLK		
53.06100	Jazz/Grade 6		
53.06200	Jazz/Grade 7		

53.06300	Jazz/Grade 8		
53.06410	Beginning Jazz I (Grades 9-12)	c/e	c/e
53.06420	Beginning Jazz II (Grades 9-12)	c/e	c/e
53.06	Beginning Jazz III (Grades 9-12)	c/e	c/e
53.06440	Beginning Jazz IV (Grades 9-12)	c/e	c/e
53.06510	Intermediate Jazz I (Grades 9-12)	c/e	c/e
53.06520	Intermediate Jazz II (Grades 9-12)	c/e	c/e
53.06530	Intermediate Jazz III (Grades 9-12)	c/e	c/e
53.06540	Intermediate Jazz IV (Grades 9-12)	c/e	c/e
53.06610	Advanced Jazz I (Grades 9-12)	c/e	c/e
53.06620	Advanced Jazz II (Grades 9-12)	c/e	c/e
53.06630	Advanced Jazz III (Grades 9-12)	c/e	c/e
53.06640	Advanced Jazz IV (Grades 9-12)	c/e	c/e
53.06710	African-American Music Studies I (Grades 9-12)	c/e	c/e
53.06720	African-American Music Studies II (Grades 9-12)	c/e	c/e
53.06730	African-American Music Studies III (Grades 9-12)	c/e	c/e
53.06740	African-American Music Studies IV (Grades 9-12)	c/e	c/e
53.06810	American Folk Music Studies I (Grades 9-12)	c/e	c/e
53.06820	American Folk Music Studies II (Grades 9-12)	c/e	c/e
53.06830	American Folk Music Studies III (Grades 9-12)	c/e	c/e
53.06840	American Folk Music Studies IV (Grades 9-12)	c/e	c/e
53.06910	Ethnic Music Studies I (Grades 9-12)	c/e	c/e
53.06920	Ethnic Music Studies II (Grades 9-12)	c/e	c/e

53.06930	Ethnic Music Studies III (Grades 9-12)	c/e	c/e
53.06940	Ethnic Music Studies IV (Grades 9-12)	c/e	c/e
53.07	MUSIC, CHAMBER ENSEMBLES, SECONDARY (GRADES 9-12)		
53.07110	Beginning Choral Ensemble I	c/e	c/e
53.07120	Beginning Choral Ensemble II	c/e	c/e
53.07130	Beginning Choral Ensemble III	c/e	c/e
53.07140	Beginning Choral Ensemble IV	c/e	c/e
53.07210	Intermediate Choral Ensemble I	c/e	c/e
53.07220	Intermediate Choral Ensemble II	c/e	c/e
53.07230	Intermediate Choral Ensemble III	c/e	c/e
53.07240	Intermediate Choral Ensemble IV	c/e	c/e
53.07310	Advanced Choral Ensemble I	c/e	c/e
53.07320	Advanced Choral Ensemble II	c/e	c/e
53.07330	Advanced Choral Ensemble III	c/e	c/e
53.07340	Advanced Choral Ensemble IV	c/e	c/e
53.07410	Beginning Instrumental Ensemble I	c/e	c/e
53.07420	Beginning Instrumental Ensemble II	c/e	c/e
53.07430	Beginning Instrumental Ensemble III	c/e	c/e
53.07440	Beginning Instrumental Ensemble IV	c/e	c/e
53.07510	Intermediate Instrumental Ensemble I	c/e	c/e
53.07520	Intermediate Instrumental Ensemble II	c/e	c/e
53.07530	Intermediate Instrumental Ensemble III	c/e	c/e
53.07540	Intermediate Instrumental Ensemble IV	c/e	c/e

53.07610	Advanced Instrumental Ensemble I	c/e	c/e
53.07620	Advanced Instrumental Ensemble II	c/e	c/e
53.07630	Advanced Instrumental Ensemble III	c/e	c/e
53.07640	Advanced Instrumental Ensemble IV	c/e	c/e
53.07700	Individual Vocal Projects	c/e	c/e
53.07800	Song Writing	c/e	c/e
53.08	MUSIC, GUITAR STUDIES		
53.08100	Guitar Techniques/Grade 6		
53.08200	Guitar Techniques/Grade 7		
53.08300	Guitar Techniques/Grade 8		
53.08410	Beginning Guitar Techniques I (Grades 9-12)	c/e	c/e
53.08420	Beginning Guitar Techniques II (Grades 9-12)	c/e	c/e
53.08430	Beginning Guitar Techniques III (Grades 9-12)	c/e	c/e
53.08440	Beginning Guitar Techniques IV (Grades 9-12)	c/e	c/e
53.08510	Intermediate Guitar Techniques I (Grades 9-12)	c/e	c/e
53.08520	Intermediate Guitar Techniques II (Grades 9-12)	c/e	c/e
53.08530	Intermediate Guitar Techniques III (Grades 9-12)	c/e	c/e
53.08540	Intermediate Guitar Techniques IV (Grades 9-12)	c/e	c/e
53.08610	Advanced Guitar Techniques I (Grades 9-12)	c/e	c/e
53.08620	Advanced Guitar Techniques II (Grades 9-12)	c/e	c/e
53.08630	Advanced Guitar Techniques III (Grades 9-12)	c/e	c/e

53.08640	Advanced Guitar Techniques IV (Grades 9-12)	c/e	c/e
53.09	MUSIC, KEYBOARD STUDIES		
53.09100	Piano Techniques/Grade 6		
53.09200	Piano Techniques/Grade 7		
53.09300	Piano Techniques/Grade 8		
53.09410	Beginning Keyboard Techniques I (Grades 9-12)	c/e	c/e
53.09420	Beginning Keyboard Techniques II (Grades 9-12)	c/e	c/e
53.09430	Beginning Keyboard Techniques III (Grades 9-12)c/e	c/e	c/e
53.09440	Beginning Keyboard Techniques IV (Grades 9-12)	c/e	c/e
53.09510	Intermediate Keyboard Techniques I (Grades 9-12)	c/e	c/e
53.09520	Intermediate Keyboard Techniques II (Grades 9-12)	c/e	c/e
53.09530	Intermediate Keyboard Techniques III (Grades 9-12)	c/e	c/e
53.09540	Intermediate Keyboard Techniques IV (Grades 9-12)	c/e	c/e
53.09610	Advanced Keyboard Techniques I (Grades 9-12)	c/e	c/e
53.09620	Advanced Keyboard Techniques II (Grades 9-12)	c/e	c/e
53.09630	Advanced Keyboard Techniques III (Grades 9-12) c/e	c/e	c/e
53.09640	Advanced Keyboard Techniques IV (Grades 9-12) c/e	c/e	c/e
53.09660	Advanced Keyboard Techniques V (Grades 9-12) c/e	c/e	c/e
53.09670	Advanced Keyboard Techniques VI (Grades 9-12) c/e	c/e	c/e
54.	**CHORUS**		
54.01100	Beginning Chorus (Grades K-5)		
54.01300	Beginning Chorus (Grade 6)		

54.01310	Intermediate Chorus (Grade 6)		
54.01320	Advanced Chorus (Grade 6)		
54.01400	Beginning Chorus (Grade 7)		
54.01410	Intermediate Chorus (Grade 7)		
54.01420	Advanced Chorus (Grade 7)		
54.01500	Beginngin Chorus (Grade 8)		
54.01510	Intermediate Chorus (Grade 8)		
54.01520	Advanced Chorus (Grade 8)		
54.02110	Beginning Mixed Chorus I (Grades 9-12)	c/e	c/e
54.02120	Beginning Mixed Chorus II (Grades 9-12)	c/e	c/e
54.02130	Beginning Mixed Chorus III (Grades 9-12)	c/e	c/e
54.02140	Beginning Mixed Chorus IV (Grades 9-12)	c/e	c/e
54.02210	Intermediate Mixed Chorus I (Grades 9-12)	c/e	c/e
54.02220	Intermediate Mixed Chorus II (Grades 9-12)	c/e	c/e
54.02230	Intermediate Mixed Chorus III (Grades 9-12)	c/e	c/e
54.02240	Intermediate Mixed Chorus IV (Grades 9-12)	c/e	c/e
54.02310	Advanced Mixed Chorus I (Grades 9-12)	c/e	c/e
54.02320	Advanced Mixed Chorus II (Grades 9-12)	c/e	c/e
54.02330	Advanced Mixed Chorus III (Grades 9-12)	c/e	c/e
54.02340	Advanced Mixed Chorus IV (Grades 9-12)	c/e	c/e
54.02410	Beginning Women's Chorus I (Grades 9-12)	c/e	c/e
54.02420	Beginning Women's Chorus II (Grades 9-12)	c/e	c/e

54.02430	Beginning Women's Chorus III (Grades 9-12)	c/e	c/e
54.02440	Beginning Women's Chorus IV (Grades 9-12)	c/e	c/e
54.02350	Mastery Mixed Chorus I (Grades 9-12)	c/e	c/e
54.02360	Mastery Mixed Chorus II (Grades 9-12)	c/e	c/e
54.02370	Mastery Mixed Chorus III (Grades 9-12)	c/e	c/e
54.02380	Mastery Mixed Chorus IV (Grades 9-12)	c/e	c/e
54.02510	Intermediate Women's Chorus I (Grades 9-12)	c/e	c/e
54.02520	Intermediate Women's Chorus II (Grades 9-12)	c/e	c/e
54.02530	Intermediate Women's Chorus III (Grades 9-12)	c/e	c/e
54.02540	Intermediate Women's Chorus IV (Grades 9-12)	c/e	c/e
54.02610	Advanced Women's Chorus I (Grades 9-12)	c/e	c/e
54.02620	Advanced Women's Chorus II (Grades 9-12)	c/e	c/e
54.02630	Advanced Women's Chorus III (Grades 9-12)	c/e	c/e
54.02640	Advanced Women's Chorus IV (Grades 9-12)	c/e	c/e
54.02650	Mastery Women's Chorus I (Grades 9-12)	c/e	c/e
54.02660	Mastery Women's Chorus II (Grades 9-12)	c/e	c/e
54.02670	Mastery Women's Chorus III (Grades 9-12)	c/e	c/e
54.02680	Mastery Women's Chorus IV (Grades 9-12)	c/e	c/e
54.02710	Beginning Men's Chorus I (Grades 9-12)	c/e	c/e

54.02720	Beginning Men's Chorus II (Grades 9-12)	c/e	c/e
54.02730	Beginning Men's Chorus III (Grades 9-12)	c/e	c/e
54.02740	Beginning Men's Chorus IV (Grades 9-12)	c/e	c/e
54.02810	Intermediate Men's Chorus I (Grades 9-12)	c/e	c/e
54.02820	Intermediate Men's Chorus II (Grades 9-12)	c/e	c/e
54.02830	Intermediate Men's Chorus III (Grades 9-12)	c/e	c/e
54.02840	Intermediate Men's Chorus IV (Grades 9-12)	c/e	c/e
54.02910	Advanced Men's Chorus I (Grades 9-12)	c/e	c/e
54.02920	Advanced Men's Chorus II (Grades 9-12)	c/e	c/e
54.02930	Advanced Men's Chorus III (Grades 9-12)	c/e	c/e
54.02940	Advanced Men's Chorus IV (Grades 9-12)	c/e	c/e
54.02950	Mastery Men's Chorus I (Grades 9-12)	c/e	c/e
54.02960	Mastery Men's Chorus II (Grades 9-12)	c/e	c/e
54.02970	Mastery Men's Chorus III (Grades 9-12)	c/e	c/e
54.02980	Mastery Men's Chorus IV (Grades 9-12)	c/e	c/e
55.	**ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)**		
55.00	ESOL, ELEMENTARY (GRADES K-5)		
55.00100	ESOL/Grade K		
55.00200	ESOL/Grade 1		
55.00300	ESOL/Grade 2		

55.00400	ESOL/Grade 3		
55.00500	ESOL/Grade 4		
55.00600	ESOL/Grade 5		
55.01	ESOL, MIDDLE GRADES 6-8		
55.01100	ESOL/Grade 6		
55.01200	ESOL/Grade 7		
55.01300	ESOL/Grade 8		
55.02	ESOL, GRADES 9-12		
55.02100	Communication Skills I	e	e
55.02110	Communication Skills in Math	e	e
55.02120	Communication Skills in Science	e	e
55.02130	Communication Skills in Social Studies	e	e
55.02200	Communication Skills II	e	e
55.02300	Reading and Listening in the Content Areas	e	e
55.02400	Oral Communication in the Content Areas	e	e
55.02500	Writing in the Content Areas	e	e
55.02600	Reading and Writing in Science	e	e
55.02610	Reading and Writing in Social Studies	e	e
55.02700	Academic Language of Science and Math	e	e
23.09000	ESOL SECONDARY (GRADES 9-12)		
23.09100	English ESOL I	c/e	c/e
23.09200	English ESOL II	c/e	c/e
23.09300	English ESOL III	c/e	c/e
23.09400	English ESOL IV	c/e	c/e
60.	**ROMANCE LANGUAGES**		
60.00	ELEMENTARY and MIDDLE GRADES FRENCH (GRADES K-8)		
60.00100	Kindergarten French		

60.00200	French/Grade 1		
60.00300	French/Grade 2		
60.00400	French/Grade 3		
60.00500	French/Grade 4		
60.00600	French/Grade 5		
60.00700	French/Grade 6		
60.00800	French/Grade 7		
60.00900	French/Grade 8		
60.01	HIGH SCHOOL FRENCH (GRADES 9-12)		
60.01100	French I	c/e	c/e
60.01200	French II	c/e	c/e
60.01300	French III	c/e	c/e
60.01400	French IV	c/e	c/e
60.01500	French V	c/e	c/e
60.01600	French VI	c/e	c/e
60.01900	French VII	c/e	c/e
60.01110	French VIII	c/e	c/e
60.01700	Advanced Placement French/Language	c/e	c/e
60.01120	International Baccalaureate French SL ***Not a first or second year course***	c/e	c/e
60.01130	International Baccalaureate French HL ***Not a first or second year course***	c/e	c/e
60.01140	International Baccalaureate French abinitio I ***First year course***	c/e	c/e
60.01150	International Baccalaureate French ab initio II ***Second year course***	c/e	c/e
60.02	ELEMENTARY AND MIDDLE GRADES ITALIAN (GRADES K-8)		
60.02100	Kindergarten Italian		

60.02200	Italian/Grade 1		
60.02300	Italian/Grade 2		
60.02400	Italian/Grade 3		
60.02500	Italian/Grade 4		
60.02600	Italian/Grade 5		
60.02700	Italian/Grade 6		
60.02800	Italian/Grade 7		
60.02900	Italian/Grade 8		
60.03	HIGH SCHOOL ITALIAN (GRADES 9-12)		
60.03100	Italian I	c/e	c/e
60.03200	Italian II	c/e	c/e
60.03300	Italian III	c/e	c/e
60.03400	Italian IV	c/e	c/e
60.03500	Italian V	c/e	c/e
60.04	ELEMENTARY AND MIDDLE GRADES PORTUGUESE (GRADES K-8)		
60.04100	Kindergarten Portuguese		
60.04200	Portuguese/Grade 1		
60.04300	Portuguese/Grade 2		
60.04400	Portuguese/Grade 3		
60.04500	Portuguese/Grade 4		
60.04600	Portuguese/Grade 5		
60.04700	Portuguese/Grade 6		
60.04800	Portuguese/Grade 7		
60.04900	Portuguese/Grade 8		
60.05	HIGH SCHOOL PORTUGUESE (GRADES 9-12)		
60.05100	Portuguese I	c/e	c/e
60.05200	Portuguese II	c/e	c/e
60.05300	Portuguese III	c/e	c/e
60.05400	Portuguese IV	c/e	c/e
60.05500	Portuguese V	c/e	c/e

60.06	ELEMENTARY AND MIDDLE GRADES SPANISH (GRADES K-8)		
60.06100	Kindergarten Spanish		
60.06200	Spanish/Grade 1		
60.06300	Spanish/Grade 2		
60.06400	Spanish/Grade 3		
60.06500	Spanish/Grade 4		
60.06600	Spanish/Grade 5		
60.06700	Spanish/Grade 6		
60.06800	Spanish/Grade 7		
60.06900	Spanish/Grade 8		
60.07	HIGH SCHOOL SPANISH (GRADES 9-12)		
60.07100	Spanish I	c/e	c/e
60.07200	Spanish II	c/e	c/e
60.07300	Spanish III	c/e	c/e
60.07400	Spanish IV	c/e	c/e
60.07500	Spanish V	c/e	c/e
60.07600	Spanish VI	c/e	c/e
60.07110	Spanish VII	c/e	c/e
60.07120	Spanish VIII	c/e	c/e
60.07700	Advanced Placement Spanish/Language	c/e	c/e
60.07800	Advanced Placement Spanish/Literature	c/e	c/e
60.07810	International Baccalaureate Spanish A1 SL	c/e	c/e
60.07820	International Baccalaureate Spanish A1 HL	c/e	c/e
60.07900	Spanish for Native Spanish Speakers Level 1	c/e	c/e
60.07910	Spanish for Native Spanish Speakers Level 2	c/e	c/e
60.07110	Spanish VII	c/e	c/e

60.07120	Spanish VIII	c/e	c/e
60.07130	International Baccalaureate Spanish SL ***Not a first or second year course***	c/e	c/e
60.07140	Workplace Spanish	c/e	c/e
60.07150	Advanced Workplace Spanish	c/e	c/e
60.07160	International Baccalaureate Spanish HL ***Not a first or second year course***	c/e	c/e
60.07170	International Baccalaureate Spanish ab initio I **First year course**	c/e	c/e
60.07180	International Baccalaureate Spanish ab initio II ***Second year course***	c/e	c/e
60.08	MODERN FOREIGN LANGUAGE (GRADES 6-8)		
60.08100	Connections French		
60.08200	Connections Italian		
60.08300	Connections Portuguese		
60.08400	Connections Spanish		
60.08500	Connections German		
60.08600	Connections Latin		
60.08700	Connections Russian		
60.08800	Connections Chinese		
60.08900	Connections Japanese		
60.09100	Connections Korean		
60.09200	Connections Arabic		
60.09300	Connections Hebrew		
60.09400	Connections Swahili		
61.	**GERMANIC, SLAVIC AND CLASSICAL LANGUAGES**		
61.00	ELEMENTARY AND MIDDLE GRADES GERMAN (GRADES K-8)		
61.00100	Kindergarten German		

61.00200	German/Grade 1		
61.00300	German/Grade 2		
61.00400	German/Grade 3		
61.00500	German/Grade 4		
61.00600	German/Grade 5		
61.00700	German/Grade 6		
61.00800	German/Grade 7		
61.00900	German/Grade 8		
61.01	HIGH SCHOOL GERMAN (GRADES 9-12)		
61.01100	German I	c/e	c/e
61.01200	German II	c/e	c/e
61.01300	German III	c/e	c/e
61.01400	German IV	c/e	c/e
61.01500	German V	c/e	c/e
61.01600	German VI	c/e	c/e
61.01800	German VII	c/e	c/e
61.01900	German VIII	c/e	c/e
61.01700	Advanced Placement German/Language	c/e	c/e
61.01110	Magnet German World Studies Seminar	c/e	c/e
61.01120	International Baccalaureate German SL **Not a first or second year course**	c/e	c/e
61.01130	International Baccalaureate German HL	c/e	c/e
61.02000	HIGH SCHOOL GREEK (CLASSICAL) (GRADES 9-12)		
61.02100	Greek (Classical) I	c/e	c/e
61.02200	Greek (Classical) II	c/e	c/e
61.02300	Greek (Classical) III	c/e	c/e
61.02400	Greek (Classical) IV	c/e	c/e
61.02500	Greek (Classical) V	c/e	c/e

61.03	ELEMENTARY AND MIDDLE GRADES LATIN (GRADES K-8)		
61.03100	Kindergarten Latin		
61.03200	Latin/Grade 1		
61.03300	Latin/Grade 2		
61.03400	Latin/Grade 3		
61.03500	Latin/Grade 4		
61.03600	Latin/Grade 5		
61.03700	Latin/Grade 6		
61.03800	Latin/Grade 7		
61.03900	Latin/Grade 8		
61.04	HIGH SCHOOL LATIN (GRADES 9-12)		
61.04100	Latin I	c/e	c/e
61.04200	Latin II	c/e	c/e
61.04300	Latin III	c/e	c/e
61.04400	Latin IV	c/e	c/e
61.04500	Latin V	c/e	c/e
61.04600	Latin VI	c/e	c/e
61.04900	Latin VII	c/e	c/e
61.04110	Latin VIII	c/e	c/e
61.04700	Advanced Placement Latin: Vergil	c/e	c/e
61.04120	International Baccalaureate Latin SL ***Not a first or second year course***	c/e	c/e
61.04130	International Baccalaureate Latin HL ***Not a first or second year course***	c/e	c/e
61.05000	ELEMENTARY AND MIDDLE GRADES RUSSIAN (GRADES K-8)		
61.05100	Kindergarten Russian		
61.05200	Russian/Grade 1		

61.05300	Russian/Grade 2		
61.05400	Russian/Grade 3		
61.05500	Russian/Grade 4		
61.05600	Russian/Grade 5		
61.05700	Russian/Grade 6		
61.05800	Russian/Grade 7		
61.05900	Russian/Grade 8		
61.06	HIGH SCHOOL RUSSIAN (GRADES 9-12)		
61.06100	Russian I	c/e	c/e
61.06200	Russian II	c/e	c/e
61.06300	Russian III	c/e	c/e
61.06400	Russian IV	c/e	c/e
61.06500	Russian V	c/e	c/e
61.06600	Russian VI	c/e	c/e
61.06700	Russian VII	c/e	c/e
61.06800	Russian VIII	c/e	c/e
62.	**ASIAN LANGUAGES**		
62.00	ELEMENTARY AND MIDDLE GRADES (MANDARIN) CHINESE (GRADES K-8)		
62.001	Kindergarten Chinese		
62.00200	Chinese/Grade 1		
62.00300	Chinese/Grade 2		
62.00400	Chinese/Grade 3		
62.00500	Chinese/Grade 4		
62.00600	Chinese/Grade 5		
62.00700	Chinese/Grade 6		
62.00800	Chinese/Grade 7		
62.00900	Chinese/Grade 8		
62.01	HIGH SCHOOL (MANDARIN) CHINESE (GRADES 9-12)		
62.01100	Chinese I	c/e	c/e
62.01200	Chinese II	c/e	c/e

62.01300	Chinese III	c/e	c/e
62.01400	Chinese IV	c/e	c/e
62.01500	Chinese V	c/e	c/e
62.01600	Chinese VI	c/e	c/e
62.01700	Chinese VII	c/e	c/e
62.01800	Chinese VIII	c/e	c/e
62.01900	International Baccalaureate Chinese SL ***Not a first or second year course***	c/e	c/e
62.01910	International Baccalaureate Chinese HL ***Not a first or second year course***	c/e	c/e
62.01920	International Baccalaureate Mandarin Chinese ab initio I	c/e	c/e
62.01930	International Baccalaureate Mandarin Chinese ab initio II	c/e	c/e
62.01960	Advanced Placement Chinese Language and Culture	c/e	c/e
62.02	ELEMENTARY AND MIDDLE GRADES JAPANESE (GRADES K-8)		
62.02100	Kindergarten Japanese		
62.02200	Japanese/Grade 1		
62.02300	Japanese/Grade 2		
62.02400	Japanese/Grade 3		
62.02500	Japanese/Grade 4		
62.02600	Japanese/Grade 5		
62.02700	Japanese/Grade 6		
62.02800	Japanese/Grade 7		
62.02900	Japanese/Grade 8		
62.03	HIGH SCHOOL JAPANESE (GRADES 9-12)		
62.03100	Japanese I	c/e	c/e
62.03200	Japanese II	c/e	c/e
62.03300	Japanese III	c/e	c/e

62.03400	Japanese IV	c/e	c/e
62.03500	Japanese V	c/e	c/e
62.03600	Japanese VI	c/e	c/e
62.03700	Japanese VII	c/e	c/e
62.03800	Japanese VIII	c/e	c/e
62.03900	Advanced Placement Japanese Language and Culture	c/e	c/e
62.03920	International Baccalaureate Japanese SL	c/e	c/e
62.03930	International Baccalaureate Japanese HL	c/e	c/e
62.04	ELEMENTARY AND MIDDLE GRADES KOREAN (GRADES K-8)		
62.04100	Kindergarten Korean		
62.04200	Korean/Grade 1		
62.04300	Korean/Grade 2		
62.04400	Korean/Grade 3		
62.04500	Korean/Grade 4		
62.04600	Korean/Grade 5		
62.04700	Korean/Grade 6		
62.04800	Korean/Grade 7		
62.04900	Korean/Grade 8		
62.05	HIGH SCHOOL KOREAN (GRADES 9-12)		
62.05100	Korean I	c/e	c/e
62.05200	Korean II	c/e	c/e
62.05300	Korean III	c/e	c/e
62.05400	Korean IV	c/e	c/e
62.05500	Korean V	c/e	c/e
62.06	HIGH SCHOOL TURKISH (GRADES 9-12)		
62.06100	Turkish I	c/e	c/e
62.06200	Turkish II	c/e	c/e
62.06300	Turkish III	c/e	c/e

62.06400	Turkish IV	c/e	c/e
62.06500	Turkish V	c/e	c/e
62.07	HIGH SCHOOL HINDI (GRADES 9-12)		
62.07100	Hindi I	c/e	c/e
62.07200	Hindi II	c/e	c/e
62.07300	Hindi III	c/e	c/e
62.07400	Hindi IV	c/e	c/e
62.07500	Hindi V	c/e	c/e
62.08	HIGH SCHOOL URDU (GRADES 9-12)		
62.08100	Urdu I	c/e	c/e
62.08200	Urdu II	c/e	c/e
62.08300	Urdu III	c/e	c/e
62.08400	Urdu IV	c/e	c/e
62.08500	Urdu V	c/e	c/e
63.	**AFRICAN AND SEMITIC LANGUAGES**		
63.00	ELEMENTARY AND MIDDLE GRADES ARABIC (GRADES K-8)		
63.00100	Kindergarten Arabic		
63.00200	Arabic/Grade 1		
63.00300	Arabic/Grade 2		
63.00400	Arabic/Grade 3		
63.00500	Arabic/Grade 4		
63.00600	Arabic/Grade 5		
63.00700	Arabic/Grade 6		
63.00800	Arabic/Grade 7		
63.00900	Arabic/Grade 8		
63.01	HIGH SCHOOL ARABIC (GRADES 9-12)		
63.01100	Arabic I	c/e	c/e
63.01200	Arabic II	c/e	c/e

63.01300	Arabic III	c/e	c/e	
63.01400	Arabic IV	c/e	c/e	
63.01500	Arabic V	c/e	c/e	
63.01600	Arabic VI	c/e	c/e	
63.01700	International Baccalaureate Arabic SL ***Not a first or second year course***	c/e	c/e	
63.01800	International Baccalaureate Arabic HL ***Not a first or second year course***	c/e	c/e	
63.02	ELEMENTARY AND MIDDLE GRADES HEBREW (GRADES K-8)			
63.02100	Kindergarten Hebrew			
63.02200	Hebrew/Grade 1			
63.02300	Hebrew/Grade 2			
63.02400	Hebrew/Grade 3			
63.02500	Hebrew/Grade 4			
63.02600	Hebrew/Grade 5			
63.02700	Hebrew/Grade 6			
63.02800	Hebrew/Grade 7			
63.02900	Hebrew/Grade 8			
63.03	HIGH SCHOOL HEBREW (GRADES 9-12)			
63.03100	Hebrew I	c/e	c/e	
63.03200	Hebrew II	c/e	c/e	
63.03300	Hebrew III	c/e	c/e	
63.03400	Hebrew IV	c/e	c/e	
63.03500	Hebrew V	c/e	c/e	
63.04	ELEMENTARY AND MIDDLE GRADES SWAHILI (GRADES K-8)			
63.04100	Kindergarten Swahili			
63.04200	Swahili/Grade 1			
63.04300	Swahili/Grade 2			

63.04400	Swahili/Grade 3		
63.04500	Swahili/Grade 4		
63.04600	Swahili/Grade 5		
63.04700	Swahili/Grade 6		
63.04800	Swahili/Grade 7		
63.04900	Swahili/Grade 8		
63.05	HIGH SCHOOL SWAHILI (GRADES 9-12)		
63.05100	Swahili I	c/e	c/e
63.05200	Swahili II	c/e	c/e
63.05300	Swahili III	c/e	c/e
63.05400	Swahili IV	c/e	c/e
63.05500	Swahili V	c/e	c/e
63.06	HIGH SCHOOL FARSI (GRADES 9-12)		
63.06100	Farsi I	c/e	c/e
63.06200	Farsi II	c/e	c/e
63.06300	Farsi III	c/e	c/e
63.06400	Farsi IV	c/e	c/e
63.06500	Farsi V	c/e	c/e
64.00	**AMERICAN SIGN LANGUAGE**		
64.00	ELEMENTARY AND MIDDLE GRADES AMERICAN SIGN LANGUAGE (GRADES K-8)		
64.00100	American Sign Language Kindergarten		
64.00200	American Sign Language Grade 1		
64.00300	American Sign Language Grade 2		
64.00400	American Sign Language Grade 3		
64.00500	American Sign Language Grade 4		
64.00600	American Sign Language Grade 5		
64.00700	American Sign Language Grade 6		
64.00800	American Sign Language Grade 7		

64.00900	American Sign Language Grade 8		
64.01	HIGH SCHOOL AMERICAN SIGN LANGUAGE		
64.03100	American Sign Language I	c/e	c/e
64.03200	American Sign Language II	c/e	c/e
64.03300	American Sign Language III	c/e	c/e
64.03400	American Sign Language IV	c/e	c/e
64.03500	American Sign Language V	c/e	c/e
64.03600	American Sign Language VI	c/e	c/e
65.	**OTHER NATIVE SPEAKERS' LANGUAGES**		
65.01000	Native Language (Not English)	c/e	c/e
65.02000	Native Language Reading and Literacy I	c/e	c/e
65.02100	Native Language Reading and Literacy II	c/e	c/e
70.	**PROFESSIONAL/CAREER PREPARATION (GRADES 9-12)**		
70.01	MENTORSHIP		
70.01100	Mentorship I	e	e
70.01200	Mentorship II	e	e
70.01300	Mentorship III	e	e
70.01400	Mentorship IV	e	e
70.02	INTERNSHIP		
70.02100	Internship I	e	e
70.02200	Internship II	e	e
70.02300	Internship III	e	e
70.02400	Internship IV	e	e
70.03	DIRECTED STUDY		
70.03100	Directed Study I	e	e
70.03200	Directed Study II	e	e
70.03300	Directed Study III	e	e
70.03400	Directed Study IV	e	e

70.04	COMMUNITY SERVICE		
70.04100	Community Service/Learning I	e	e
70.04200	Community Service/Learning II	e	e
70.04300	Community Service/Learning III	e	e
70.04400	Community Service/Learning IV	e	e
71.	**GIFTED EDUCATION RESOURCE CLASSES**		
71.21	ELEMENTARY GIFTED EDUCATION RESOURCE CLASS		
71.21000	Gifted Resource Class/Kindergarten		
71.21100	Gifted Resource Class/Grade 1		
71.21200	Gifted Resource Class/Grade 2		
71.21300	Gifted Resource Class/Grade 3		
71.21400	Gifted Resource Class/Grade 4		
71.21500	Gifted Resource Class/Grade 5		
71.21600	Gifted Resource Class/Elementary Multi-Grade		
71.22	MIDDLE SCHOOL GIFTED EDUCATION RESOURCE CLASS		
71.22600	Gifted Resource Class/Grade 6		
71.22700	Gifted Resource Class/Grade 7		
71.22800	Gifted Resource Class/Grade 8		
71.22900	Gifted Resource Class/Middle School Multi-Grade		
71.23	HIGH SCHOOL GIFTED EDUCATION RESOURCE CLASS		
71.23100	Gifted Resource Class I	e	e
71.23200	Gifted Resource Class II	e	e
71.23300	Gifted Resource Class III	e	e
71.23400	Gifted Resource Class IV	e	e
80.00	LIBRARY SCIENCE		

80.01000	Library Science	e	e
CAREER, TECHNICAL AND AGRICULTURAL EDUCATION			
01.	**AGRICULTURAL BUSINESS AND PRODUCTION TECHNOLOGY**		
01.01	AGRIBUSINESS MANAGEMENT AND LEADERSHIP (GRADES 9-12)		
01.01200	Agricultural Leadership and Personal Development	c/e	c/e
01.41100	Agricultural Business and Management	c/e	c/e
01.41200	Agribusiness Management and Leadership (AG-AML)	c/e	c/e
01.41300	Marketing Agricultural Products & Services (AG-MKT)	c/e	c/e
01.02	AGRICULTURAL MECHANIZATION TECHNOLOGY (GRADES 9-12)		
01.42100	Agricultural Mechanics I (AG-AM I)	c/e	c/e
01.42200	Agricultural Mechanics II (AG-AMII)	c/e	c/e
01.42300	Agricultural Mechanics III(AG-AMIII)	c/e	c/e
01.42400	Agricultural Metals Fabrication (AG-AMF)	c/e	c/e
01.42500	Agricultural Power and Machinery (AG-AGP)	c/e	c/e
01.42600	Agricultural Electricity and Electrical Controls (AG-AEEC)	c/e	c/e
01.42700	Agricultural Construction (AG-AGC)	c/e	c/e
01.03	AGRICULTURAL PRODUCTION AND MANAGEMENT (GRADES 9-12)		

01.43100	Agricultural Crop Production and Management	c/e	c/e
01.43200	Agricultural Animal Production and Management (AG-APM)	c/e	c/e
01.04	AGRICULTURAL PRODUCTS AND FOOD PROCESSING (GRADES 9-12)		
01.44100	Agricultural and Food Products Processing Operations and Management	c/e	c/e
01.05	COOPERATIVE AGRIBUSINESS SALES AND MARKETING (GRADES 9-12)		
01.05100	Cooperative Agribusiness Sales and Marketing I	c/e	c/e
01.05200	Cooperative Agribusiness Sales and Marketing II	c/e	c/e
01.06	HORTICULTURE (GRADES 9-12)		
01.46100	General Horticulture and Plant Science (AG-GH/PS)	c/e	c/e
01.46200	Floriculture Production and Management(AG-FL) c/e	c/e	c/e
01.46300	Landscape Design and Management	c/e	c/e
01.46400	Nursery Production and Management	c/e	c/e
01.46500	Turf Production and Management	c/e	c/e
01.46600	Floral Design and Management	c/e	c/e
01.46800	Advanced Landscape Design	c/e	c/e
01.46900	Fruit, Vegetable, and Nut Production	c/e	c/e
01.47000	Nursery and Landscape (AG-NL)	c/e	c/e
02.	**AGRICULTURE SCIENCE AND TECHNOLOGY**		
02.01	AGRISCIENCE (GRADES 6-8)		

02.01200	Exploring Agricultural Education (Grade 6)		
02.01300	Exploring Agricultural Education (Grade 7)		
02.01400	Exploring Agricultural Education (Grade 8)		
02.02	ANIMAL SCIENCES (GRADES 9-12)		
02.42100	Animal Science Technology/Biotechnology ***Course meets 3rd requirement for Science Core for TC/P and 4th year elective for CP***	c/e	c/e
02.42200	Equine Science (AG-ES)	c/e	c/e
02.42300	Small Animal Care (AG-SAC)	c/e	c/e
02.42400	Veterinary Science (AG-VT)	c/e	c/e
02.03	FOOD FIBER SCIENCES (GRADES 9-12)		
02.43100	Food and Fiber Science Technology	c/e	c/e
02.04	PLANT SCIENCES (GRADES 9-12)		
02.44100	Plant Science and Biotechnology ***Course meets 3rd requirement for Science Core for TC/P and 4th year elective for CP***	c/e	c/e
02.05	SOIL SCIENCES (GRADES 9-12)		
02.06	PHYSICAL SCIENCES, AGRICULTURAL (GRADES 9-12)		
02.46100	Physical Science Applications in Agriculture	c/e	c/e
02.07	AGRISCIENCE PRINCIPLES AND TECHNOLOGY (GRADES 9-12)		
02.47100	Basic Agricultural Science and Technology (AG-BAS)	c/e	c/e

02.47500	Biotechnology(AG-BT)	c/e	c/e
03.	**CONSERVATION AND RENEWABLE NATURAL RESOURCES**		
03.01	NATURAL RESOURCES CONSERVATION (GRADES 9-12)		
03.41100	Natural Resources Management (AG-NR)	c/e	c/e
03.02	ENVIRONMENTAL SCIENCE (GRADES 9-12)		
03.42200	Environmental Science and Stewardship	c/e	c/e
03.03	FISHERIES SCIENCE AND MANAGEMENT (GRADES 9-12)		
03.43100	Aquaculture	c/e	c/e
03.04	FORESTRY PRODUCTION AND PROCESSING (GRADES 9-12)		
03.05	FORESTRY SCIENCE (GRADES 9-12)		
03.45100	Forest Science (AG-FS)	c/e	c/e
03.45200	Forestry Science II	c/e	c/e
03.45300	Wildlife Management (AG-WL)	c/e	c/e
03.45400	Urban and Community Forestry	c/e	c/e
06.	**BUSINESS MANAGEMENT (See BUSINESS, MARKETING, AND INFORMATION MANAGEMENT)**		
07.	**BUSINESS ADMINISTRATION (See BUSINESS, MARKETING, AND INFORMATION MANAGEMENT)**		
08.	**MARKETING DISTRIBUTION (See BUSINESS, MARKETING, AND INFORMATION MANAGEMENT)**		
06., 07., 08.	**BUSINESS, MARKETING, AND INFORMATION MANAGEMENT (GRADES 6-12)**		

06.04100	Basic Skills of Marketing (Grade 6)		
06.04200	Exploring Marketing Education (Grade 7)		
06.04300	Pathways in Marketing (Grade 8)		
06.41430	International Business and Marketing (MKT-IBM)c/e	c/e	c/e
06.41500	Legal Environment of Business (BCS - LEB)	c/e	c/e
06.41600	Business Essentials (BCS - BE)	c/e	c/e
06.41700	Entrepreneurial Ventures (BCS - EV)	c/e	c/e
06.42000	IB Business and Management SL	c/e	c/e
06.43000	IB Business and Management HL	c/e	c/e
07.08300	Business and Computer Science (Grade 6)		
07.08400	Business and Computer Science (Grade 7)		
07.08500	Business and Computer Science (Grade 8)		
07.41100	Principles of Accounting I (BCS-PAI)	c/e	c/e
07.41200	Principles of Accounting II (BCS-PAII)	c/e	c/e
07.42110	Banking and Investing (BCS-BI)	c/e	c/e
07.42600	Financial Literacy (BCS-FL)	c/e	c/e
07.42300	Insurance and Risk Management (BCS-IRM)	c/e	c/e
07.44110	Computer Applications I (BCS-CA1)	c/e	c/e
07.44120	Computer Applications II (BSC-CA2)	c/e	c/e
07.46210	Business Procedures (BCS-BP)	c/e	c/e
07.48310	Business Communication and Presentation (BCS-BCP)	c/e	c/e
07.48410	Communications for Business	c/e	c/e

08.41300	Introduction to Fashion Marketing **(**MKT-FM)	c/e	c/e
08.41400	Advanced Fashion Marketing (MKT-AFM)	c/e	c/e
08.43000	Discovering Hospitality and Tourism Marketing (MKT-IT)	c/e	c/e
08.43600	Entrepreneurship: Building a Business (MKT - EN)	c/e	c/e
08.43700	Hospitality and Tourism Management (MKT-HTM)	c/e	c/e
08.46100	Introduction to Retail Food Marketing	c/e	c/e
08.46200	Principles of Food Marketing, Sales, and Distribution	c/e	c/e
08.47200	Professional Sales & Promotion (MKT-PSP)	c/e	c/e
08.47400	Marketing Principles (MKT - MP)	c/e	c/e
08.47500	Advanced Marketing (MKT - AM)	c/e	c/e
08.47800	Introduction to Sports and Entertainment Marketing (MKT-SEM)	c/e	c/e
08.48500	Advanced Sports and Entertainment Marketing (MKT-ASEM)	c/e	c/e
08.47900	E-Marketing (MKT-EM)	c/e	c/e
08.48000	Marketing Research (MKT-MR)	c/e	c/e
11.	**INFORMATION TECHNOLOGY**		
11.01600	Advanced Placement, Computer Science A	c/e	c/e
11.41300	Computing in the Modern World (BCS - CMW)	c/e	c/e
11.41400	Information Technology Essentials (BCS-ITE)	c/e	c/e
11.41800	Beginning Programming (BCS - BP)	c/e	c/e

11.42000	Information Technology Support (BCS-ITS)	c/e	c/e
11.42100	Intermediate Programming (BCS - IP)	c/e	c/e
11.42200	Networking Systems (BCS-NTS)	c/e	c/e
11.42400	Database Management and Data Warehousing	c/e	c/e
11.42600	Information Systems Management	c/e	c/e
11.42800	Introduction to Animation and 3-D Design (BCS-IAD)	c/e	c/e
11.43100	Fundamentals of Web Design (BCS-FWD)	c/e	c/e
11.43200	Advanced Web Design (BCS-AWD)	c/e	c/e
20.	**FAMILY AND CONSUMER SCIENCES**		
20.01100	Family and Consumer Science (Grade 6)		
20.01200	Family and Consumer Science (Grade 7)		
20.01300	Family and Consumer Science (Grade 8)		
20.40101	FACS Pathway Essentials (FCS-FPE)	c/e	c/e
20.41610	Food, Nutrition & Wellness (FCS-FNW)	c/e	c/e
20.41710	Food & Nutrition Through the Lifespan (FCS-FNL)	c/e	c/e
20.41810	Food Science (FCS-FS)	c/e	c/e
20.43000	Consumer Finance (FCS-CF)	c/e	c/e
20.45100	Consumer Awareness (FCS-CA)	c/e	c/e
20.45200	Consumer Skills (FCS-CS)	c/e	c/e
20.42320	Human Growth & Development for Early Childhood (FACS-HGD)	c/e	c/e
20.44100	Foundations of Interior Design (FCS-FID)	c/e	c/e

20.44200	Interior Design Furnishings, Materials, and Components (FCS-IFMC)	c/e	c/e
20.44700	Textile Science (FCS-TS)	c/e	c/e
20.44800	Interior Design Internship (FCS-IDI)	c/e	c/e
20.52510	Introduction to Early Childhood Care and Education (FACS-IECE)	c/e	c/e
20.52610	Health, Safety & Nutrition for the Young Child (FACS-HSN)	c/e	c/e
20.52710	Early Childhood Education Internship (FACS-ECEI)	c/e	c/e
20.53100	Introduction to Culinary Arts (FCS-ICA)	c/e	c/e
20.53210	Culinary Arts I (FCS-CAI)	c/e	c/e
20.53310	Culinary Arts II (FCS-CAII)	c/e	c/e
21.	**TECHNOLOGY EDUCATION**		
21.02100	Exploring Engineering and Technology (Grade 6)		
21.02200	Invention and Innovation (Grade 7)		
21.02300	Technological Systems (Grade 8)		
21.42500	Foundations of Engineering and Technology (ENGR - FET)	c/e	c/e
21.43100	Communication Technology	c/e	c/e
21.43200	Drafting Technology: Introduction	c/e	c/e
21.43300	Drafting Technology Mechanical	c/e	c/e
21.43400	Drafting Technology Architectural	c/e	c/e
21.43500	Graphic Arts Technology	c/e	c/e
21.43600	Digital Media Technology	c/e	c/e
21.44100	Foundations of Manufacturing and Materials Science (ENGR-FMMS)	c/e	c/e
21.44400	Production Enterprises (ENGR-PE)	c/e	c/e

21.44500	Robotics and Automated Systems (ENGR-RAS)	c/e	c/e
21.44800	Energy Systems Internship (ENGR-LI)	c/e	c/e
21.45100	Energy and Power Technology (ENGR-EP)	c/e	c/e
21.45200	Foundations of Electronics (ENGR-FE)	c/e	c/e
21.45300	Advanced AC and DC Circuits (ENGR-AE)	c/e	c/e
21.45400	Digital Electronics (ENGR-DE)	c/e	c/e
21.45700	Appropriate and Alternative Energy Technologies (ENGR-AAE)	c/e	c/e
21.45800	Manufacturing Internship (ENGR-MI)	c/e	c/e
21.46100	Research, Design, and Project Management (ENGR - RDPM)	c/e	c/e
21.46800	Engineering Internship (ENGR-EI)	c/e	c/e
21.47100	Engineering Concepts (ENGR - EC)	c/e	c/e
21.47200	Engineering Applications (ENGR - EA)	c/e	c/e
21.47800	Electronics Internship (ENGR-LI)	c/e	c/e
10., 12., 17., 43., 46., 47., 48., and 49. TRADE, INDUSTRIAL EDUCATION AND MANUFACTURING SCIENCES			
10.	**COMMUNICATION TECHNOLOGIES**		
10.51110	Broadcast/Video Production I (ACCT-BVP1)	c/e	c/e
10.51210	Broadcast/Video Production II (ACCT-BVP2)	c/e	c/e
10.51310	Broadcast/Video Production III (ACCT-BVP3)	c/e	c/e
10.51410	Broadcast/Video Applications (ACCT-BVPA)	c/e	c/e

10.51510	Broadcast/Video Production Lab (ACCT-BVPL)	c/e	c/e
10.51610	Broadcast/Video Production Research (ACCT-BVPR)	c/e	c/e
10.51710	Broadcast/Video Production Management (ACCT-BVPM)	c/e	c/e
10.53100	Fundamentals of Telecommunications	c/e	c/e
10.53200	Network Concepts	c/e	c/e
10.53300	Network Systems	c/e	c/e
12.	**PERSONAL SERVICES OCCUPATION**		
12.54500	Cosmetology Services Core I (HS-CS-I)	c/e	c/e
12.54600	Cosmetology Services Core II (HS-CS-II)	c/e	c/e
12.54800	Cosmetology Services Core III (HS-CS-III)	c/e	c/e
12.54900	Cosmetology Services Core IV (HS-CS-IV)	c/e	c/e
12.55100	Internship I (HS-CI-I)	c/e	c/e
12.55200	Internship II (HS-CI-II)	c/e	c/e
12.55300	Internship III (HS-CI-III)	c/e	c/e
12.55400	Licensure and Employment Opportunities (HS-LEO)	c/e	c/e
12.55000	Advance Cosmetology Services (HS-ACS)	c/e	c/e
12.55600	Internship IV (HS-CI-IV)	c/e	c/e
12.55700	Internship V (HS-CI-V)	c/e	c/e
12.55900	Science of Advanced Skincare (HS-SAS)	c/e	c/e
12.56000	Art and Science of Makeup (HS-ASM)	c/e	c/e
12.56100	Cosmetology Science (HS-CS)	c/e	c/e
25.	**PUBLIC HEALTH**		
25.02100	Healthcare Science (Grade 6)		

25.02200	Healthcare Science (Grade 7)		
25.02300	Healthcare Science (Grade 8)		
25.43000	Introduction to Public Health	c/e	c/e
25.43100	Advanced Public Health	c/e	c/e
25.43200	Internship in Public Health	c/e	c/e
25.00	DENTAL HEALTH		
25.48000	Introduction to Dental Science Technology	c/e	c/e
25.48200	Dental Science Technology I	c/e	c/e
25.48300	Dental Science Technology II	c/e	c/e
25.48400	Dental Science Technology Internship	c/e	c/e
25.00	HEALTH AND MEDICAL OCCUPATIONS		
25.52100	Introduction to Healthcare Science (HS-IHS)	c/e	c/e
25.52200	Application of Therapeutic Services (HS-ATS)	c/e	c/e
25.52500	General Medicine (HS-TGM)	c/e	c/e
25.52600	Medical Services Internship (HS-TSMI)	c/e	c/e
25.52700	Emergency Medicine Internship (HS-EMI)	c/e	c/e
25.56100	Nursing Essentials (HS - NE)	c/e	c/e
25.56200	Concepts of Emergency Medicine (HS-CEM)	c/e	c/e
25.56300	Therapeutic Services Nursing Internship (HS-TSNI)	c/e	c/e
25.56400	Emergency and Disaster Preparedness (HS-EDP)	c/e	c/e
25.00	MEDICAL LABORATORY TECHNOLOGY		
25.56500	Basic Diagnostic Services (HS-BDS)	c/e	c/e
25.56600	Clinical Laboratory Technician (HS-CLT)	c/e	c/e

25.56700	Clinical Laboratory Technology Internship (HS-CLTI)	c/e	c/e
25.56800	Introduction to Biotechnology (HS-IBT)	c/e	c/e
25.56900	Applications of Biotechnology (AS-ABT)	c/e	c/e
25.57500	Biotechnology Internship/Independent Research (HS-BIR)	c/e	c/e
25.00	PRE-PHARMACY TECHNOLOGY		
25.57100	Pharmacy Operations Fundamentals	c/e	c/e
25.57200	Medical Calculations and Drug Administration	c/e	c/e
25.57300	Pre-Pharmacy Technology Internship	c/e	c/e
25.58000	Principles of Physical Medicine (HS-PPM)	c/e	c/e
25.58100	Comcepts of Physical Medicine (HS-CPM)	c/e	c/e
25.58200	Rehabilitation in Physical Medicine (HS-RPM)	c/e	c/e
25.00000	MEDICAL INFORMATION TECHNOLOGY		
25.59100	Medical Terminology in Healthcare Systems (HS-MTH)	c/e	c/e
25.59200	Applications of Health Informatics (HS-AHI)	c/e	c/e
25.59400	Health Information Technology Internship (HS-INT)	c/e	c/e
28.	**MILITARY SCIENCE (GRADES 9-12)**		
28.01	JROTC/AIR FORCE (9-12)		
28.01100	Aerospace Science: A Journey into Aviation History and Leadership I (PS-AFAH)	c/e	c/e

28.01200	Aerospace: Science of Flight and Leadership II (PS-AFSF)	c/e	c/e
28.01300	JROTC Air Force III: Aerospace Science: Global and Cultural Studies I	c/e	c/e
28.01400	Aerospace: Astronomy and/or Leadership III (PS-AFA)	c/e	c/e
28.01500	Aerospace Science: Exploration of Space and/or Leadership III (PS-AFES)	c/e	c/e
28.01600	Aerospace Science: Management of the Cadet Corps and National Endowment for Financial Education (NEFE) and/or Leadership IV (PS-AFLEIV)	c/e	c/e
28.01700	JROTC Air Force VII: Aerospace Science: Aerospace Science: Global and Cultural Studies II	c/e	c/e
28.01800	Aerospace Science: Survival (PS-AFSUR)	c/e	c/e
28.01900	Aerospace Science: Honors Ground School and /or Leadership IV (PS-AFHGS)	c/e	c/e
28.02	JROTC/NAVY (9-12)		
28.02100	Naval Science I Cadet Field Manual (PS-NSICFM)	c/e	c/e
28.02200	Naval Science I Introduction to NJROTC (PS-NSINTRO)	c/e	c/e
28.02300	Naval Science Maritime History (PS-NSIIMH)	c/e	c/e
28.02400	Naval Science II Nautical Science (PS-NSIINS)	c/e	c/e
28.02500	Naval Science III Naval Knowledge (PS-NSIIINK)	c/e	c/e
28.02600	Naval Science III Naval Orientation and Skills (PS-NSIIINOS)	c/e	c/e

28.02700	Naval Science IV Naval Leadership and Ethics (PS-NSIVNLE)	c/e	c/e
28.02800	Naval Science IV Effective Communications (PS-NSIVEC)	c/e	c/e
28.03	JROTC/ARMY (9-12)		
28.03100	JROTC Army I Leadership Education 1 (PS-LEI)	c/e	c/e
28.03200	JROTC Army Leadership Education 2 (PS-LE2)	c/e	c/e
28.03300	JROTC Army Leadership Education 3 (PS-LE3)	c/e	c/e
28.03400	JROTC Army Leadership Education 4 (PS-LE4)	c/e	c/e
28.03500	JROTC Army Leadership Education 5 (PS-LE5)	c/e	c/e
28.03600	JROTC Army Leadership Education 6 (PS-LE6)	c/e	c/e
28.03700	JROTC Army Leadership Education 7 (PS-LE7)	c/e	c/e
28.03800	JROTC Army Leadership Education 8 (PS-LE8)	c/e	c/e
28.04	JROTC/MARINES (9-12)		
28.04100	MCJROTC Leadership Education I (PSMCLEI)	c/e	c/e
28.04200	MCJROTC Leadership Education II (PSMCLEII)	c/e	c/e
28.04300	MCJROTC Leadership Education III (PSMCLEIII)	c/e	c/e
28.04400	MCJROTC Leadership Education IV (PSMCLEIV)	c/e	c/e
28.04500	MCJROTC Leadership Education V (PSMCLEV)	c/e	c/e
28.04600	MCJROTC Leadership Education VI (PSMCLEVI)	c/e	c/e
28.04700	MCJROTC Leadership Education VII (PSMCLEVII)	c/e	c/e

28.04800	MCJROTC Leadership Education VIII (PSMCLEVIII)	c/e	c/e
28.23000	Naval Science II Maritime History (PS-NSIIMH)	c/e	c/e
43.	**PUBLIC SAFETY**		
43.04100	Exploring Public Safety and Government Education (Grade 6)		
43.04200	Exploring Public Safety and Government Education (Grade 7)		
43.04300	Exploring Public Safety and Government Education (Grade 8)		
43.43000	Introduction to Law and Justice (PS-ILI)	c/e	c/e
43.43300	Criminal Investigation and Forensics (PS-CIF)	c/e	c/e
43.43400	Law and Justice Internship (PS-LJI)	c/e	c/e
43.43500	Law, Community Response and Policing (S-FREL)	c/e	c/e
43.43600	Homeland Security (PS-HS)	c/e	c/e
43.43700	Emergency Services (PS-HSES)	c/e	c/e
43.43800	First Responder and Emergency Leadership (S-FREL)	c/e	c/e
43.43900	Homeland Security and Emergency Services Internship (PS-HSESI)	c/e	c/e
43.44000	Applications of Firefighting	c/e	c/e
46.	**CONSTRUCTION TECHNOLOGY**		
46.02100	Introduction to Architecture and Construction (Grade 6)		
46.02200	Fundamentals of Architecture and Construction (Grade 7)		
46.02300	Exploring Architecture and Construction (Grade 8)		
46.54500	Occupational Safety and Fundamentals (ACCT-OSF)	c/e	c/e

46.54600	Introduction to Construction (ACCT -IC)	c/e	c/e
46.54700	Construction Internship (ACCT-INT)	c/e	c/e
46.55000	Carpentry I (ACCT -CI)	c/e	c/e
46.55100	Carpentry II (ACCT -CII)	c/e	c/e
46.55200	Construction Site Layout	c/e	c/e
46.55300	Commercial Carpentry	c/e	c/e
46.56000	Electrical I (ACCT -EI)	c/e	c/e
46.56100	Electrical II (ACCT -EII)	c/e	c/e
46.56200	Commercial Wiring I	c/e	c/e
46.56300	Commercial Wiring II	c/e	c/e
46.57000	Masonry I (ACCT -MI)	c/e	c/e
46.57100	Masonry II (ACCT -MII)	c/e	c/e
46.57200	Design Masonry	c/e	c/e
46.57300	Commercial Masonry	c/e	c/e
46.58000	Plumbing I (ACCT -PI)	c/e	c/e
46.58100	Plumbing II (ACCT -PII)	c/e	c/e
46.58200	Commercial Plumbing I	c/e	c/e
46.58300	Commercial Plumbing II	c/e	c/e
47.	**MECHANICAL OCCUPATIONS; AUTOMOTIVE TECHNOLOGY; DIVERSIFIED COOPERATIVE TRAINING**		
47.08100	Introduction to Ground, Air and Maritime Technology (Grade 6)		
47.08200	Foundations of Aerospace, Ground and Maritime Transportation (Grade 7)		
47.08300	Investigation into Aerospace, Ground, and Maritime Transportation (Grade 8)		
47.48400	Fundamentals of Maritime Studies (FMS)	c/e	c/e

47.48500	Maritime Industry Careers (MIC)	c/e	c/e
47.48600	Maritime Studies Applications (MSA)	c/e	c/e
47.48700	Maritime Internship (MSI)	e	e
47.46100	Fundamentals of Aviation (ACCT -FA)	e	c/e
47.46200	Aviation Maintenance I (ACCT - AMI)	c/e	c/e
47.46300	Aviation Maintenance II (ACCT - AMII)	c/e	c/e
47.46400	Aviation Maintenance III (ACCT -AMIII)	c/e	c/e
47.46500	Navigation and Communication (ACCT -NC)	c/e	c/e
47.46600	Aviation Meteorology (ACCT-AM)	c/e	c/e
47.46700	Aeroscholars Aviation Ground School (ACCT -AGS)	c/e	c/e
47.51000	Introduction to Mechanical Systems (ACCT-IMS)	c/e	c/e
47.52500	Granite Technology I	c/e	c/e
47.52600	Granite Technology II	c/e	c/e
47.52700	Granite Technology III	c/e	c/e
47.52800	Granite Technology IV	c/e	c/e
47.59100	Fundamentals of Electronics	c/e	c/e
47.59200	Alternating Current Circuits and Basic Computer Usage	c/e	c/e
47.59300	Analog Circuits	c/e	c/e
47.59400	Digital Circuits	c/e	c/e
47.59500	Advanced Direct Current and Alternating Current Circuits	c/e	c/e
47.59600	Advanced Analog and Digital Circuits	c/e	c/e
47.59700	Fundamentals of Microprocessors and Transmission Media	c/e	c/e

47.	**HEATING, VENTILATION, AC, and REFRIGERATION**		
47.51000	Introduction to Mechanical Systems (ACCT-IMS)	c/e	c/e
47.51100	HVACR 1 (ACCT-HVACR1)	c/e	c/e
47.51300	HVACR 2 (ACCT-HVACR2)	c/e	c/e
47.51800	Low Voltage Electrical 1 (ACCT-LVE1)	c/e	c/e
47.51900	Low Voltage Electrical 1 (ACCT-LVE2)	c/e	c/e
47.	**AUTOMOTIVE TECHNOLOGY**		
47.56500	Introduction to Collision Repair (ACCT-ICR)	c/e	c/e
47.56600	Painting and Refinishing I (ACCT-PRI)	c/e	c/e
47.56700	Painting and Refinishing II (ACCT-PRII)	c/e	c/e
47.56800	Non Structural Analysis and Damage Repair I (ACCT-NSI)	c/e	c/e
47.56900	Non Structural Analysis and Damage Repair II (ACCT-NSII)	c/e	c/e
47.57000	Mechanical and Electrical Components I (ACCT-MEI)	c/e	c/e
47.57200	Mechanical and Electrical Components II (ACCT-MEII)	c/e	c/e
47.57300	Structural Analysis and Damage Repair I (ACCT-SDRI)	c/e	c/e
47.57400	Structural Analysis and Damage Repair II (ACCT-SDRII)	c/e	c/e
47.57100	Foundations of Transportation & Logistics (ACT - FTL)	c/e	c/e
47.57500	Transportation Logistics Internship (ACT - TLI)	c/e	c/e
47.57600	Electrical/Electronic Systems and Design (ACT - ESD)	c/e	c/e

47.57700	Chassis System and Design (ACT - CSD)	c/e	c/e
47.57800	Preventative Maintenance Inspection (ACT - PMI)c/e	c/e	c/e
47.57900	Engine Performance Concepts (ACT - EPC)	c/e	c/e
47.57910	Heating, Ventilation and Air Conditioning Concepts (ACT - HVACR)	c/e	c/e
47.58000	Foundations of Marine Technology (ACCT-FME)	c/e	c/e
47.58100	Marine Electrical Systems (ACCT-MES)	c/e	c/e
47.58200	Marine Engine Drive System (ACCT-MED)	c/e	c/e
47.58300	Marine Structures and Transportation Repair (ACCT-MST)	c/e	c/e
47.58400	Marine Engine Technology Internship (ACCT-MTI)	c/e	c/e
47.	**DIVERSIFIED COOPERATIVE TRAINING**		
47.49100	Diversified Cooperative Training I (Trade and Industrial Education)	e	e
47.49100	Diversified Cooperative Training II (Trade and Industrial Education)	e	e
47.49300	Diversified Cooperative Training III (Trade and Industrial Education)	e	e
47.49400	Diversified Cooperative Training IV (Trade and Industrial Education)	e	e
48.	**PRECISION PRODUCTION OCCUPATIONS**		
48.54100	Introduction to Engineering Drawing and Design (ACT-IED)	c/e	c/e

48.54200	Survey of Engineering Graphics (ACCT-SEG)	c/e	c/e
48.54300	3-D Modeling and Analysis (ACCT-MA)	c/e	c/e
48.54400	Technical Manufacturing Concepts and Drawings	c/e	c/e
48.54500	Architectural Drawing and Design I (ACT-ADDI)	c/e	c/e
48.54600	Architectural Drawing and Design II (ACT-ADDII)	c/e	c/e
48.54700	Structural Detailing	c/e	c/e
48.54800	Civil Engineering Drawing	c/e	c/e
48.	**WELDING**		
48.55100	Welding I (ACCT-WI)	c/e	c/e
48.55200	Welding II (ACCT-WII)	c/e	c/e
48.55300	Welding III(ACCT-WIII)	c/e	c/e
48.55400	Welding IV (ACCT-WIV)	c/e	c/e
48.55500	Welding V (ACCT-WV)	c/e	c/e
48.55600	Welding VI (ACCT-WVI)	c/e	c/e
48.55700	Gas Metal Arc Welding (GMAW) Specialty	c/e	c/e
48.55800	Gas Tungsten Arc Welding (GTAW) Specialty	c/e	c/e
48.55900	Arc Welding Specialty -Stainless Steel	c/e	c/e
48.	**GRAPHIC ARTS**		
48.03100	Broadcast and Graphic Communications (Grade 6)		
48.03200	Introduction to Communications (Grade 7)		
48.03300	Applications of Communications (Grade 8)		
48.52500	Commercial Art I	c/e	c/e
48.52600	Commercial Art II	c/e	c/e
48.52700	Commercial Art III	c/e	c/e

48.52800	Advanced Graphic Design (ACCT-AGD)	c/e	c/e
48.56100	Introduction to Graphics and Design (ACCT-IGD)	c/e	c/e
48.56200	Graphic Design and Production (ACCT-GDP)	c/e	c/e
48.56300	Practicum A, Press Operations	c/e	c/e
48.56400	Practicum B, Digital File Preparation	c/e	c/e
48.56500	Practicum C, Binding and Finishing	c/e	c/e
48.56600	Printing Technology Laboratory I	c/e	c/e
48.56700	Printing Technology Laboratory II	c/e	c/e
48.56800	Printing Technology Laboratory III	c/e	c/e
48.56900	Graphic Output Processes (ACCT-GOP)	c/e	c/e
48.	**SHEET METAL**		
48.58100	Introduction to Metals (ACCT-ITM)	c/e	c/e
48.58200	Sheet Metal I (ACCT-SMI)	c/e	c/e
48.58300	Sheet Metal II (ACCT-SMII)	c/e	c/e
48.58400	Sheet Metal III (ACCT-SMIII)	c/e	c/e
48.58500	Sheet Metal IV (ACCT-SMIV)	c/e	c/e
48.58600	Sheet Metal V (ACCT-SMV)	c/e	c/e
48.58800	Sheet Metal VI (ACCT-SMVI)	c/e	c/e
48.00000	**PRECISION MACHINING**		
48.59000	Machine Operations I (ACCT-MOI)	c/e	c/e
48.59100	Machine Operations II (ACCT-MOII)	c/e	c/e
48.59200	Machine Operations III (ACCT-MOIII)	c/e	c/e
48.59300	Machine Operations IV (ACCT-MOIV)	c/e	c/e

48.59400	Machine Operations V (ACCT-MOV)	c/e	c/e
48.59500	Machine Operations VI (ACCT-MOVI)	c/e	c/e
48.59600	Intermediate CNC Operations	c/e	c/e
49.	**MANUFACTURING SCIENCES**		
49.02100	Ford Academy of Manufacturing Science-Workplace Communications	c/e	c/e
49.02200	Ford Academy of Manufacturing Science-Manufacturing Organizations	c/e	c/e
49.02300	Ford Academy of Manufacturing Science-Workplace Technology & Applications	c/e	c/e
49.01400	Ford Academy of Manufacturing Science-Case Studies in Manufacturing	c/e	c/e
49.02400	Ford Academy of Manufacturing Science-Statistical Methods for Manufacturing Quality	c/e	c/e
49.02500	Ford Academy of Manufacturing Science-Coordinated Manufacturing Experience	c/e	c/e
49.02600	Ford Academy of Manufacturing Science-Information Systems	c/e	c/e
49.	MANUFACTURING AND ENGINEERING SCIENCES; MAINTENANCE, INSTALLATION AND REPAIR		
49.53100	Introduction to Manufacturing and Engineering Sciences	c/e	c/e
49.53200	Electrical Systems I	c/e	c/e
49.53300	Electrical Systems II	c/e	c/e
49.53400	Mechanical and Electrical Systems I	c/e	c/e

49.53500	Mechanical and Electrical Systems II	c/e	c/e
49.53600	Integrating Systems	c/e	c/e
32.	**PROGRAM OF EDUCATION AND CAREER EXPLORATION/CAREER CONNECTION (See 32. CAREER EXPLORATION AND CAREER CONNECTION)**		
32.	CAREER EXPLORATION AND CAREER CONNECTION		
32.02100	Career Awareness (Grades 6-8)		
32.02200	Career Discovery (Grades 6-8)		
32.02300	Career Management (Grades 6-8)		
32.04100	Jobs for Georgia Graduates Work Ethics I	e	c/e
32.04200	Jobs for Georgia Graduates Work Ethics II	e	e
32.04300	Jobs for Georgia Graduates Work Ethics III	e	e
32.04400	Jobs for Georgia Graduates Work Ethics IV	e	e
32.	INTERVENTION PROGRAMS		
32.41400	Coordinated Career Academic Education I (CCAE-CCAEI)	c/e	c/e
32.41500	Coordinated Career Academic Education II (CCAE-CCAEII)	c/e	c/e
32.41600	Coordinated Career Academic Education III (CCAE-CCAEIII)	c/e	c/e
32.41700	Project Success I	c/e	c/e
32.41800	Project Success II	c/e	c/e
32.01100	Career Technical Instruction I (Must be taught by a special education teacher.)	e	c/e
32.01200	Career Technical Instruction II (Must be taught by a special education teacher.)	e	c/e

32.01300	Career Technical Instruction III (Must be taught by a special education teacher.)	e	c/e
32.01400	Career Technical Instruction IV (Must be taught by a special education teacher.)	e	c/e
90.	**SPECIAL EDUCATION**		
This designated number shall be used for any course determined by a student's IEP and taught by a special education teacher for which high school Carnegie credit is not given. The school system may use the remaining digits (90.XXXXXXX) to identify semester, period, teacher, or any desired identification by the local school system.			

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.03
Authority: O.C.G.A. Secs. 20-2-140, 20-2-141, 20-2-142, 20-2-151.1, 20-2-160.
History. : Original Rule entitled "List of State-Funded Courses" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. May 21, 1992; eff. June 10, 1992.
Amended: F. May 20, 1993; eff. June 9, 1993.
Amended: Rule retitled "List of State-Funded K-8 Subjects and 9-12 Courses." F. Aug. 20, 1993; eff. Sept. 9, 1993.
Amended: F. Apr. 17, 1995; eff. May 7, 1995.
Amended: F. Sept. 24, 1996; eff. Oct. 14, 1996.
Amended: F. Mar. 20, 1997; eff. Apr. 9, 1997.
Amended: F. July 25, 1997; eff. August 14, 1997.
Amended: F. Dec. 9, 1997; eff. Dec. 29, 1997.
Amended: F. Jan. 22, 1999; eff. Feb. 11, 1999.
Amended: F. Feb. 24, 2000; eff. Mar. 15, 2000.
Amended: F. June 13, 2000; eff. July 3, 2000.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.
Amended: F. May 21, 2001; eff. June 10, 2001.
Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.
Amended: F. Feb. 13, 2003; eff. Mar. 5, 2003.
Repealed: New Rule of same title adopted. F. Oct. 10, 2003; eff. Oct. 30, 2003.
Amended: F. Apr. 19, 2004; eff. May 9, 2004.
Amended: F. July 15, 2005; eff. August 4, 2005.
Amended: F. June 8, 2006; eff. June 28, 2006.
Amended: F. Apr. 12, 2007; eff. May 2, 2007.
Amended: F. Feb. 14, 2008; eff. Mar. 5, 2008.
Repealed: New Rule entitled "List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade Prior to 2008" adopted. F. Feb. 12, 2009; eff. Mar. 4, 2009.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.
Amended: F. Jan. 21, 2011; eff. Feb. 10, 2011.

Rule 160-4-2-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.04
Authority: O.C.G.A. Secs. 20-2-151(b)(1)(A), 20-2-151(B)(2).

History. Original Rule entitled "Instructional Program" adopted. F. Sept. 27, 1990; eff Oct. 17, 1990.
Repealed: F. May 16, 1996; eff June 5, 1996.

Rule 160-4-2-.05. Middle School Program Criteria.

(1) **DEFINITIONS.**

(a) **Academic classes -** instruction in English and language arts, reading, mathematics, science and social studies. Instruction in foreign language may be included as academic classes at the discretion of the local school system.

(b) **Academic team -** an interdisciplinary team of teachers of academic classes with common planning time who share a common group of students.

(c) **Common group of students -** a group of students assigned to an academic team.

(d) **Common planning -** planning for instruction, student needs, and modifications of student groupings or schedules during the students' instructional day by academic teams for a common group of students. Such planning may include parent conferences and participation in professional development.

(e) **Connections (exploratory) classes -** instruction beyond the academic classes that is designed to integrate and apply the skills and concepts taught in the academic classes by reinforcing critical reading, writing and thinking skills.

(f) **Remediation -** academic instruction designed to bring students not performing on grade level, as defined by the Office of Student Achievement, to grade level performance.

(2) **REQUIREMENTS FOR MIDDLE SCHOOL PROGRAM FUNDING.**

(a) The middle school program shall be contained in a school, staffed by a full-time principal, which houses grades six, seven or eight, or any combination thereof.

(b) The middle school program shall have academic teams.

(c) The middle school program shall provide each academic team a minimum of 55 consecutive minutes for common planning.

(d) Each academic team shall provide its common group of students a minimum of five hours of instruction in academic classes. Each academic team shall have control over the academic instructional time and schedules of its common group of students.

(e) A local system may include foreign language instruction as an additional academic class or as a Connections class. If foreign language is included as an academic

class, class sizes for academic classes must be followed. Foreign language taught as an academic class must be taught by a teacher certified in the language.

(f) Beyond the minimum of five hours of academic instruction, the local board of education shall have the authority to schedule academic classes or Connections classes for the remainder of the day.

(g) Except as provided below, each middle school student shall complete at least one Connections class each grading period or term.

1. Any student shall be allowed to take an additional academic class instead of a Connections class at the request of the parent or guardian, subject to availability.

2. Any student performing below grade level may receive additional academic remediation instead of taking a Connections class.

3. The local board shall determine the number of instructional contact hours for each Connections class.

(h) All Connections class offerings shall be made from the list of state-funded subjects in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years. All subjects or courses shall adhere to the requisite content standards as delineated in the Georgia Performance Standards. In addition, all subjects and courses offered as Connections classes shall conform to one of the following areas:

1. Agricultural/Environmental/Technical Education. Courses in agricultural and environmental education are designed to develop awareness of the scope and importance of agriculture, ecology, conservation, agribusiness, and the basic use of the equipment and technologies related to agricultural and environmental preservation. Courses in technology education are designed to develop awareness of and gain practical experience with a variety of technologies essential to modern society, such as robotics, electronics, aeronautics, computer-aided design, and computer numerical control systems which are used in areas such as aviation, construction, communications, engineering, and manufacturing.

2. Business and Information Technology Education. Courses in business and information technology are designed to develop awareness of the importance and scope of business in areas such as entrepreneurship, finance, international business, management, and marketing. Students develop awareness of the rapidly evolving fields of information technology, e-commerce, and computer skills necessary for living, learning, and working in the modern era of electronic communication and ready access to information.

3. Communication/Performing/Visual Arts Education. Courses in fine arts and exploratory foreign language are designed to enable students to learn the basics of other languages and acquire an understanding of the cultures of other countries. Courses in performing and visual arts develop student knowledge and skill in drama, art, instrumental music, and vocal music.

4. Home/Careers/Community Education. Courses in family and consumer sciences and career connections courses are designed to develop knowledge and skills in areas such as nutrition, household safety, consumer decision making, family responsibilities, and community responsibilities and service. Career connections courses develop an awareness of broad career fields, learning interests and aptitudes related to educational and career alternatives, and build understanding of the academic prerequisites for postsecondary education and future careers.

5. Physical/Health Education. Courses in physical and health education are designed to provide students with the opportunity to learn the information and skills necessary to be active and healthy now and for their entire lives. Students also learn cooperation and teamwork skills that can be applied in family, school, work, and community situations.

(i) Connections classes shall count toward promotion requirements.

(j) Pass-fail grades are prohibited in academic classes and Connections classes.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.05
Authority: O.C.G.A. Secs. 20-2-151, 20-2-240, 20-2-290, 20-14-33.
History. Original Rule entitled "Middle School Program Criteria" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. June 29, 2000; eff. July 19, 2000.
Repealed: New Rule of same title adopted. F. July 23, 2001; eff. August 12, 2001.
Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.
Amended: F. July 12, 2004; eff. August 1, 2004.
Amended: F. Sep. 7, 2011; eff. Sept. 28, 2011.

Rule 160-4-2-.06. High School Graduation Requirements for Students Enrolling in the Ninth Grade in the 1993-94 School Year and Subsequent Years.

(1) PURPOSE. This rule specifies programs of study that shall be offered by local boards of education and lists specific courses that meet core, required or elective credits for students. This rule becomes effective for students enrolling in the ninth-grade for the first time in the 1993-94 school year and for subsequent years.

(2) DEFINITIONS.

(a) Applied Mathematics I - a hands-on laboratory course defined by QCC objectives that utilizes the content of units A,B,C, and 1-15, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(b) Applied Mathematics II - a hands-on laboratory course defined by QCC objectives that utilizes the content of units 16-33, the related materials, and the methodologies developed by the Center for Research and Development (CORD).

(c) Carnegie Unit - one unit of credit awarded for a minimum of 150 clock hours of instruction.

(d) Carnegie unit, summer school - one unit of credit awarded for a minimum of 120 clock hours of instruction.

(e) Core course (c) for Carnegie unit credit - a course that may be selected to count as one of the 17 core Carnegie unit requirements for the High School Diploma (HSD); also, one of the 17 Carnegie unit requirements for the College Preparatory Endorsement (CPE) Seal or one of the 19 of the Vocational Endorsement (VE) Seal.

(f) 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.

(g) Elective course (e) - a course that a student may select beyond the core requirements to fulfill the 21 Carnegie unit requirements for graduation.

(h) Joint enrollment - an arrangement between a local board of education and a regionally accredited postsecondary public or private institution wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and hours for postsecondary credit.

(i) Postsecondary Options - a joint enrollment program between public schools and public postsecondary institutions wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and postsecondary credit hours.

(j) Programs of study - The courses needed to complete the requirements for a High School Diploma (HSD), the Vocational Endorsement (VE) and/or the College Preparatory Endorsement (CPE).

(k) Required course (r) - a specific course that each student in a program of study shall pass to graduate from high school.

(l) Seal of endorsement - seal/stamp issued by the Georgia Department of Education and affixed to High School Diplomas by local school system staff for students who have satisfied requirements for the College Preparatory and/or the Vocational Endorsements.

1. High School Diploma (HSD) Program - a program of study requiring 21 Carnegie Units as specified by the Georgia Board of Education.

2. College Preparatory Endorsement (CPE) Program - a program of study requiring 21 Carnegie units as specified by the Georgia Board of Education. Completion of this program is signified by a seal of endorsement on the diploma.

3. Vocational Endorsement (VE) Program - a program of study requiring 21 Carnegie units as specified by the Georgia Board of Education. Completion of this program is signified by a seal of endorsement on the diploma.

(m) Secondary School Credentials - documents awarded to students at the completion of the high school experience.

1. The High School Diploma Credential - the document awarded to students certifying that they have satisfied attendance requirements, Carnegie unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment). When a student has satisfied the educational requirements for the Vocational and/or College Preparatory endorsements, seals shall be affixed to the diploma and/or transcript.

2. The High School Performance Certificate - the document awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

3. The Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in 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).

(3) REQUIREMENTS.

(a) Local boards of education shall provide secondary school curriculum, instructional delivery 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.

(b) Local boards of education shall base local graduation requirements on this rule, shall submit a copy of their locally adopted policy to the Georgia Department of Education and shall have on file a letter from the state superintendent of schools or designee stating that the local policy meets all state requirements.

(c) Each local board of education shall develop policies on postsecondary enrollment as referenced in Rule 160-4-2-.34 (Postsecondary Options) and for joint enrollment and early admission programs not included in 160-4-2-.34 (Postsecondary Options). The policies shall include the criteria for:

1. Nonvocational courses:

   (i) Minimum Scholastic Aptitude Test scores of 850 on combined verbal and mathematics sections;

   (ii) Minimum cumulative high school grade point average of 3.0 in academic subjects;

   (iii) Written verification by high school principal of student's eligibility and intended enrollment;

   (iv) Written consent of parent or guardian (if the student is a minor);

   (v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one carnegie unit for each 7.5 quarter hours or 5 semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than 7.5 quarter hours or 5 semester hours shall be determined by using the same ratio stated above.

   (vi) Written agreement for joint enrollment between the LEA and postsecondary institution.

2. Vocational courses:

   (i) Vocational courses offered in area vocational-technical schools or junior colleges;

   (ii) Inclusion of vocational-technical school or junior college courses in which students are participating;

   (iii) Written consent of parent or guardian (if the student is a minor);

   (iv) Written verification by high school principal of student's eligibility and intended enrollment;

(v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each 7.5 quarter hours or 5 semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than 7.5 quarter hours or 5 semester hours shall be determined by using the same ratio stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

(d) Local boards of education shall require that:

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

2. Students who enrolled in the ninth grade for the first time in the 1993-94 school year and withdrew will meet the graduation requirements established in this rule and the assessment requirements established in Rule 160-3-1-.07 (Testing Programs - Student Assessment). Students who entered ninth grade prior to 1993-94 will meet the graduation requirements established in Rule 160-4-2-.30 (High School Graduation Requirements) and the assessment requirements in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

(e) Local boards of education shall include attendance, a passing score on the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment) and Carnegie units of credit as requirements for graduating from any Georgia high school that receives public funds.

1. ATTENDANCE.

(i) Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

2. State assessment requirement as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

(i) Students shall meet state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment) to be eligible for a diploma.

(ii) A student who has no means of written communication due to a severe physical disability shall not be required to take the writing

portion of the state assessment requirement as specified in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

3. CARNEGIE UNITS.

(i) All state-supported high schools shall make available to all students the programs of study for the required High School Diploma and for the College Preparatory and Vocational Education Endorsements.

(ii) A course shall count only once for satisfying any Carnegie unit requirement for graduation. The same course cannot be used to satisfy a Carnegie unit requirement in more than one core area of study. See the following chart.

(iii)	CORE AREAS OF STUDY	CPE	VE	HSD
(I)	English Language Arts	4	4	4
(II)	Mathematics	3	3	3
(III)	Science	3	3	3
(IV)	Social Studies	3	3	3
(V)	Health and Physical Education	1	1	1
(VI)	Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign language	1	1	3
(VII)	Foreign Language	2	0	0
(VIII)	Vocational Diploma Units	0	4	0
(IX)	Locally required or elective units	4	2	4
(iv)	TOTAL UNITS (MINIMUM)	21	21	21

4. REQUIRED/CORE/ELECTIVE CREDIT.

(i) Carnegie unit credit for graduation shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC).

(ii) Carnegie unit credit for core courses shall be awarded only for courses that include concepts and skills based on the QCC for grades 9-12. The individualized education program (IEP) shall specify whether core courses taken as part of an IEP shall receive core Carnegie unit credit.

(iii) either elective course credit or no course credit shall be awarded for courses in which instruction is based on the QCC for grades K-8.

5. AREAS OF STUDY.

   (i) Courses that shall earn Carnegie unit credit in English/language arts, mathematics, science, social studies, health/physical education, foreign language, military science, music, visual arts, dance, drama, computer science, education, humanities, personal/interpersonal/social skills and vocational education are listed in Appendix A of this rule.

6. REQUIRED PROCEDURES FOR AWARDING CARNEGIE UNITS OF CREDIT.

   (i) A Carnegie unit of credit for graduation shall be awarded only to students in grades 9-12 for successful completion of courses of study based on a minimum of 150 clock hours of instruction provided during the regular school year or minimum 120 clock hours of instruction in summer school.

   (ii) Carnegie units of credit for graduating shall be awarded to high school students participating in any joint enrollment program using the ratio referenced in Rule 160-4-2-.34 (Postsecondary Options).

   (iii) Should a local board of education choose to grant Carnegie unit credit for learning that has occurred outside the 9-12 classroom, it shall use the following assessment procedures to award or exempt Carnegie unit credit in lieu of class enrollment: evaluation of the student's transcript for course equivalency and/or a proficiency test and/or actual classroom performance to determine mastered prerequisite skills. Equivalency credit shall be shown on the transcript.

7. LOCAL AUTHORITIES AND RESPONSIBILITIES.

   (i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following:

      (I) A continuous guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting gradation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities which prevent them from meeting the prescribed competency performance requirements.

APPENDIX A

COURSE NUMBERING SYSTEM LEGEND

This appendix contains the subject listings of all state-funded courses earning Carnegie unit credit for the High School Diploma (HSD), the College Preparatory Endorsement (CPE), and the Vocational Endorsement (VE) programs of study. Courses are numbered to provide consistency in curriculum offerings, reporting and record keeping throughout the state.

The technology to support this system will allow correlation with the nation's Classification of Instructional Programs (CIP) index. Major subject area designations such as General, Specific and Advanced correspond to designations used in the CIP. The designations DO NOT indicate programs of study or high school credentials.

The numbering system consists of nine numerical digits plus a decimal. The location of the decimal is after the first two numerical digits, with seven numerical digits to the right of the decimal.

2 1. 1 2 3 4 5 6 7

X X . X X X X X X X

The two numerical digits to the LEFT of the decimal designate the main subject area field.

EXAMPLES: 23. XXXXXXX = ENGLISH LANGUAGE ARTS

27. XXXXXXX = MATHEMATICS

07. XXXXXXX = BUSINESS ADMINISTRATION

The first numerical digit to the RIGHT of the decimal identifies the type of instruction.

EXAMPLE: 23. 0XXXXXX = ENGLISH LANGUAGE ARTS-

REGULAR CLASSROOM

INSTRUCTION

The following is a list of the codes for the first numerical digit to the right of the decimal.

XX.0 0 = REGULAR

XX.1 1 = REMEDIAL

XX.2 2 = GIFTED

XX.3 3 = DISTANCE LEARNING

XX.4 4 = ONE-HOUR LAB

XX.5 5 = TWO-HOUR LAB

XX.6 6 = THREE-HOUR LAB

XX.7 7 = APPRENTICESHIP

XX.8 8 = SPECIAL EDUCATION (A COURSE

TAUGHT BY A SPECIAL EDUCATION

TEACHER AND RECEIVING

REGULAR COURSE CREDIT)

XX.9 9 = RESERVED FOR FUTURE STATE USE

The second numerical digit to the RIGHT of the decimal identifies the minor subject area.

EXAMPLE: 23. 06XXXXX = ENGLISH LANGUAGE ARTS

(9-12) LITERATURE, GENERAL

The third numerical digit to the RIGHT of the decimal identifies the specific course or subject.

EXAMPLE: 23. 061XXXX = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION

The fourth numerical digit to the RIGHT of the decimal further identifies the type of course or subject.

EXAMPLE: 23. 0611XXX = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION

e.g., NINTH GRADE LITERATURE/

COMPOSITION II

The fifth numerical digit to the RIGHT of the decimal is reserved for state use and to identify transferred course credit. When used to identify transferred credit, the legend below should be used.

EXAMPLE: 23. 06100XX = RESERVED FOR STATE USE

23. 06101XX = RESERVED FOR STATE USE

23. 06102XX = RESERVED FOR STATE USE

23. 06103XX = CREDIT IN LIEU OF ENROLLMENT

23. 06104XX = JOINT ENROLLMENT POST-

SECONDARY OPTION CREDIT

23. 06105XX = JOINT ENROLLMENT PRIVATE

INSTITUTION CREDIT

23. 06106XX = OUT-OF-STATE PUBLIC SCHOOLS

CREDIT (ACCREDITED AND

23. 06107XX = PRIVATE SCHOOL (IN-STATE AND

OUT-OF-STATE) CREDIT

(ACCREDITED AND NON

23. 06108XX = OUT OF U.S.A. CREDIT

23. 06109XX = HOME SCHOOL CREDIT

EXAMPLE: 23. 06719XX = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION COURSE CREDIT

TRANSFERRED FROM HOME

SCHOOL

The sixth and seventh numerical digits to the RIGHT of the decimal are reserved for local system use. The two zeros (00) used as placeholders for the sixth and seventh digits should be replaced using local school codes.

EXAMPLE: 23. 0611000 = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE, LITERATURE/

COMPOSITION

NINTH GRADE LITERATURE/

COMPOSITION II

FIFTH DIGIT RESERVED FOR

STATE USE. SIXTH

AND SEVENTH DIGITS

RESERVED FOR

LOCAL SCHOOL SYSTEM USE.

SUMMARY OF NUMBERING SYSTEM

The course number system assigns seven digits for state use. The final two digits (the sixth and seventh to the right of the decimal) are assigned for local system use.

[X X . X X X X X] [X X]

STATE USE LOCAL

USE

EXAMPLE: 23.XXXXXXX = MAIN SUBJECT AREA-ENGLISH

LANGUAGE ARTS

.0XXXXXX = TYPE OF INSTRUCTION-

REGULAR

.X6XXXXX = MINOR SUBJECT AREA-(9-12)

LITERATURE, GENERAL

.XX1XXXX = SPECIFIC COURSE OR SUBJECT-

NINTH GRADE LITERATURE/

COMPOSITION

.XXX0XXX = IDENTIFIES TYPE OF COURSE OR

SUBJECT

.XXXX0XX = RESERVED FOR STATE USE:

TRANSFERRED CREDIT

.XXXXX00 = SIXTH AND SEVEN SPACES FOR

LEA USE

Any student in the High School Diploma (HSD), Vocational Endorsement (VE) or College Preparatory Endorsement (CPE) programs of study may select any course listed on the Matrix that follows. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They must be taken and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the 17 core Carnegie unit requirements for the HSD; one of the 17 Carnegie requirements for the CPE; or one of the 19 requirements for the VE seal. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the 21 Carnegie unit requirements.

TYPE OF COURSE LEGEND

r = Required Course

c = Core Course

e = Elective Course

(I) COMPUTER AND OTHER INFORMATIONAL SCIENCES.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Computer Technology for Core Area of Study VI - Computer Technology and/or Fine Arts and/or Vocational Education and/or JROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE	VE	HSD		
11.	COMPUTER AND OTHER INFORMATIONAL SCIENCES			
11.01	Computer Science (9-12)			
11.011	Survey of Technology	c/e	c/e	c/e
11.012	Technology Applications	c/e	c/e	c/e
11.013	Introduction to Programming	c/e	c/e	c/e

11.014	Advanced Programming I	c/e	c/e	c/e
11.015	Advanced Programming II	c/e	c/e	c/e
11.016	Advanced Placement Computer Science, A	c/e	c/e	c/e
11.017	Advanced Placement Computer Science, AB	c/e	c/e	c/e

(II) EDUCATION.

Teacher education courses are designed to introduce and provide students with observation of and participation in the teaching/learning process and to encourage students to enter the teaching profession. Any of the courses may be used to satisfy elective unit requirements.

CPE	VE	HSD	
13.	EDUCATION		
13.01	Teacher Education, General		
13.011	Introduction to Teaching	e	e e
13.012	Teaching As a Professional Career	e	e e

(III) ENGLISH LANGUAGE ARTS.

For the College Preparatory, Vocational and High School Diploma programs of study, at least one-half Carnegie unit of credit in American literature/composition shall be required. This course shall be taught a minimum of two quarters or one semester. All the courses that may satisfy the remaining Carnegie units of credit for a College Preparatory, Vocational or High School Diploma program are identified with a "c." The other courses identified with an "e" are electives. Grammar/composition shall be a component of all courses and shall be integrated into the course of study, not isolated.

CPE	VE	HSD
23.	ENGLISH LANGUAGE ARTS	

23.02	ENGLISH LANGUAGE ARTS, HIGH SCHOOL (9-12) CLASSICS AND COMPARATIVE LITERATURE			
23.021	Mythology, (Greek, Roman, Norse)	e	e	e
23.022	Comparative Literature/ Composition	c/e	c/e	c/e
23.03	ENGLISH LANGUAGE ARTS, (9-12), COMPOSITION, SPECIFIC			
23.031	Writer's Workshop	c/e	c/e	c/e
23.032	Journalism I	e	e	e
23.033	Journalism II	e	e	e
23.034	Advanced Composition	c/e	c/e	c/e
23.04	ENGLISH LANGUAGE ARTS, (9-12), LINGUISTICS			
23.041	History of the English language	e	e	e
23.042	Oral/Written Communication (Speech)	e	c/e	c/e
23.043	Advanced Placement Language/ Composition	c/e	c/e	c/e
23.05	ENGLISH LANGUAGE ARTS, (9-12), LITERATURE, AMERICAN AND BRITISH			
23.051	American Literature/Composition	r	r	r
23.052	English Literature/Composition	c/e	c/e	c/e
23.06	ENGLISH LANGUAGE ARTS, (9-12), LITERATURE, GENERAL			
23.061	Ninth Grade literature/ Composition	c/e	c/e	c/e
23.062	Tenth Grade Literature/ Composition	c/e	c/e	c/e
23.063	World Literature/Composition	c/e	c/e	c/e
23.064	Literary Types/Composition	c/e	c/e	c/e
23.065	Advanced Placement Literature/ Composition	c/e	c/e	c/e
23.066	Contemporary Literature/ Composition	c/e	c/e	c/e
23.067	Multicultural Literature/ Composition	c/e	c/e	c/e
23.07	ENGLISH LANGUAGE ARTS, (9-12), TECHNICAL AND BUSINESS WRITING			

23.471	Applied Communication Lab I	e	c/e	c/e
23.472	Applied Communication Lab II	e	c/e	c/e
23.08	ENGLISH LANGUAGE ARTS, (9-12), READING			
23.081	Communication Skills	e	c/e	c/e
23.082	Reading Enrichment	e	c/e	c/e
23.183	Basic Reading/Writing I	e	e	e
23.184	Basic Reading/Writing II	e	e	e
23.185	Basic Reading/Writing III	e	e	e
23.186	Basic Reading/Writing IV	e	e	e
23.09	ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)			
23.091	English ESOL I	e	e	e
23.092	English ESOL II	c	c	c
23.093	English ESOL III	c	c	c
23.094	English ESOL IV	c	c	c

(IV) MATHEMATICS.

For the College Preparatory Endorsement (CPE) program of study, three Carnegie units of credit of approved mathematics must be earned during grades 9-12. The student record shall show credit or equivalency for each of the core courses of Algebra I (27.061); Euclidean Geometry (27.063) or Informal Geometry (27.062); and Algebra II (27.064). For the student who takes Applied Mathematics I (27.445) and Applied Mathematics II (27.446), the record shall show credit for Applied Mathematics I (27.445), Applied Mathematics II (27.446), Euclidean Geometry (27.063) OR Informal Geometry (27.062), and Algebra II (27.064). If the local board of education granting a diploma determines that equivalent training for any of these core courses has been received elsewhere, e.g., Algebra in the middle-school grades, the student record shall show how each equivalency has been earned and for which QCC course(s). Each student must earn at least three CPE core credits during grades 9-12. Equivalency credits are not counted as part of the three core credits. The list that follows indicates available additional core courses.

The High School Diploma and/or the Vocational Endorsement requires that a student earn three Carnegie units of mathematics which shall include, as a minimum, Algebra I or its equivalent. To meet the requirements for Algebra I or its equivalent, a student shall earn a Carnegie unit in (1) Algebra I, OR (2) Fundamentals of Algebra, OR (3) a locally developed course equivalent to Algebra I that has been approved by the Georgia Board of Education, OR (4) earn two Carnegie units by passing both Applied Mathematics I and II.

CPE	VE	HSD		
27.	MATHEMATICS			
27.03	MATHEMATICS, SECONDARY BASIC			
27.131	Basic Mathematics I	e	e	e
27.132	Basic Mathematics II	e	e	e
27.133	Basic Mathematics III	e	e	e
27.134	Basic mathematics IV	e	e	e
27.04	MATHEMATICS, SECONDARY GENERAL			
27.041	General Mathematics I	e	c/e	c/e
27.042	General Mathematics II	e	c/e	c/e
27.043	General Mathematics III	e	c/e	c/e
27.044	General Mathematics IV	e	c/e	c/e
*	27.445	Applied Mathematics I	c/e	c/e c/e
*	27.446	Applied Mathematics II	c/e	c/e c/e
27.047	Pre-algebra	e	c/e	c/e
27.048	Fundamentals of Algebra	e	c/e	c/e

* Successful completion of both Applied Mathematics I (27.445) and Applied Mathematics II (27.446) shall satisfy the Algebra I college preparatory requirement if the student subsequently completes successfully Algebra II (27.064) and either Informal Geometry (27.062) or Euclidean Geometry (27.063).

CPE		VE	HSD	
27.05	STATISTICS			
27.051	Statistics	c/e	c/e	c/e
27.052	Quantitative Literacy	e	c/e	c/e
27.06	COLLEGE PREPARATORY MATHEMATICS			
27.061	Algebra I	c/e	c/e	c/e
27.062	Informal Geometry	c/e	c/e	c/e
or				
27.063	Euclidean Geometry	c/e	c/e	c/e
27.064	Algebra II	c/e	c/e	c/e
27.065	Advanced Algebra and Trigonometry	c/e	c/e	c/e
27.066	Senior Mathematics	c/e	c/e	c/e
27.067	Analysis	c/e	c/e	c/e
27.068	Computer Mathematics	c/e	c/e	c/e
27.069	Discrete Mathematics	c/e	c/e	c/e
27.07	MATHEMATICS, ADVANCED			
27.071	Calculus	c/e	c/e	c/e
27.072	Advanced Placement Calculus AB	c/e	c/e	c/e
27.073	Advanced Placement Calculus BC	c/e	c/e	c/e

(V) SCIENCE.

Students receiving a High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) shall earn three (3) Carnegie units in science.

Students earning the College Preparatory Endorsement (CPE) seal shall select one of four options. Option I is the preferred

option for the College Preparatory Endorsement seal. Science courses that meet the science requirement for graduation shall be year-long courses with the exception of the third Carnegie unit. Year-long courses or two semester courses or three quarter courses may be used to earn the third Carnegie unit in Option IV.

OPTIONS: College Preparatory Endorsement (CPE) Seal

I.
Biology 26.412 or 26.414(AP)
Chemistry 40.451 or 40.453(AP)
Physics 40.481, 40.482, 40.483(AP), or 40.484(AP)

OPTIONS: College Preparatory Endorsement (CPE) Seal

II.
Physical Science 40.011/40.411
Biology 26.412 or 26.414(AP)
Chemistry 40.451 or 40.453(AP)

III.
Physical Science 40.011/40.411
Biology 26.412 or 26.414(AP)
Physics 40.481, 40.482, 40.483(AP), or 40.484(AP)

IV.
Physical Science 40.011/40.411
Biology 26.412 or 26.414(AP)
One other laboratory science Carnegie unit (excluding the Applied Curricula).

Students earning the High School Diploma (HSD) and/or the Vocational Endorsement (VE) shall meet the requirements for the College Preparatory Endorsement (CPE) seal or shall pass Physical Science or Principles of Technology; Biology (or AP Biology) or Applied Biology/Chemistry; and one other Carnegie unit in science.

OPTIONS: HIGH SCHOOL
DIPLOMA(HSD)/VOCATIONAL ENDORSEMENT (VE)

PHYSICAL SCIENCE 40.011 or 40.411

V. BIOLOGY 26.012 or 26.412 or 26.414 (AP)

One other science Carnegie unit
Principles of Technology 40.412

VI. Biology 26.012 or 26.412 or 26.414 (AP)

One other science Carnegie unit
Physical Science 40.011 or 40.411

VII. Applied Biology/Chem I 26.416

One other science Carnegie unit
Principles of Technology 40.412

VIII. Applied Biology/Chem I 26.416

One other science Carnegie unit

Science courses that meet the science requirement for graduation shall be year-long courses with the exception of the third Carnegie unit. Year-long courses or two semester courses or three quarter courses may be used to earn the third Carnegie unit in science in Options IV-VIII.

Beginning in Fall 1997, all courses meeting the science requirements for graduation must be laboratory-based. Prior to 1997, at least two courses shall be laboratory-based.

CPE	VE	HSD	
26.	LIFE SCIENCES		
26.01	BIOLOGY, GENERAL		
26.012	Biology I	c/e	c/e c/e
26.013	Biology II	c/e	c/e c/e

26.414	Advanced Placement Biology	c/e	c/e c/e
26.015	Genetics	c/e	c/e c/e
26.416	Applied Biology/Chemistry I	e	c/e c/e
26.417	Applied Biology/Chemistry II	e	c/e c/e
26.03	BOTANY		
26.031	Botany	c/e	c/e c/e
26.05	MICROBIOLOGY		
26.051	Microbiology	c/e	c/e c/e
26.06	OTHER SPECIALIZED AREAS, LIFE SCIENCES		
26.061	Ecology	c/e	c/e c/e
26.07	ZOOLOGY		
26.071	Zoology	c/e	c/e c/e
26.072	Entomology	c/e	c/e c/e
26.073	Human Anatomy/Physiology	c/e	c/e c/e
40.	PHYSICAL SCIENCES		
40.01	PHYSICAL SCIENCES, GENERAL		
40.011	Physical Science	c/e	c/e c/e
40.412	Principles of Technology I	e	c/e c/e
40.413	Principles of Technology II	e	c/e c/e
40.02	ASTRONOMY		
40.021	Astronomy	c/e	c/e c/e
40.04	ATMOSPHERIC SCIENCES AND METEOROLOGY		
40.041	Meteorology	c/e	c/e c/e
40.05	CHEMISTRY		
40.051	Chemistry I	c/e	c/e c/e
40.052	Chemistry II	c/e	c/e c/e
40.053	Advanced Placement Chemistry	c/e	c/e c/e
40.06	GEOLOGICAL SCIENCES		
40.062	Earth Science	c/e	c/e c/e
40.063	Geology	c/e	c/e c/e
40.07	OTHER PHYSICAL SCIENCES		
40.071	Oceanography	c/e	c/e c/e
40.072	Science, Technology and Society	c/e	c/e c/e
40.08	PHYSICS		

40.081	Physics I	c/e	c/e	c/e
40.082	Physics II	c/e	c/e	c/e
40.083	Advanced Placement Physics: B	c/e	c/e	c/e
40.084	Advanced Placement Physics: C Electricity, Magnetism and Mechanics	c/e	c/e	c/e

(VI) PERSONAL, INTERPERSONAL AND SOCIAL SKILLS.

CPE	VE	HSD		
35.	PERSONAL, INTERPERSONAL AND SOCIAL SKILLS			
35.04	PEER FACILITATION			
35.041	Peer Facilitation I	e	e	e
35.042	Peer Facilitation II	e	e	e
35.043	Peer Facilitation III	e	e	e
35.044	Peer Facilitation IV	e	e	e
35.05	SOCIAL SKILLS			
35.051	Social Skills I	e	e	e
35.052	Social Skills II	e	e	e
35.053	Social Skills III	e	e	e
35.054	Social Skills IV	e	e	e
35.06	STUDY SKILLS			
35.061	Study Skills I	e	e	e
35.062	Study Skills II	e	e	e
35.063	Study Skills III	e	e	e
35.064	Study Skills IV	e	e	e
35.07	CAREER PREPARATION			
35.071	Career Prep I	e	e	e
35.072	Career Prep II	e	e	e
35.08	WORK STUDY			
35.081	Work Study I	e	e	e
35.082	Work Study II	e	e	e
35.083	Work Study III	e	e	e

(VII) HUMANITIES.

CPE	VE	HSD
44.00	HUMANITIES, SECONDARY (9-12)	

44.001	Humanities (9-12)	e	e	e

(VIII) SOCIAL SCIENCES.

Three Carnegie units of credit shall be required in social studies for the High School Diploma (HSD), the Vocational Endorsement (VE) and the College Preparatory Endorsement (CPE). One Carnegie unit shall be required in United States history. One Carnegie unit shall be required from the world studies area, e.g., world history or world geography. World history shall be required for the College Preparatory Endorsement. One quarter or one semester of citizenship education (government) shall be required. One quarter or one semester of Principles of Economics/Business/Free Enterprise shall be required. Systems organized on the quarter system shall add one other one-quarter social studies course from the political science/government area (45.054, 45.055, 45.056) or from the economics area (45.062, 45.063, 45.064) or from the international relations area (45.091, 45.092) to the Citizenship Education and Principles of Economics/Business/Free Enterprise courses to complete the Carnegie unit requirement.

CPE	VE	HSD		
45.	SOCIAL SCIENCES			
45.01	SOCIAL SCIENCES, SECONDARY GENERAL			
45.011	Comparative Religions	e	e	e
45.012	Current issues	e	e	e
45.013	Technology and Society	e	e	e
45.014	The Humanities/Social Studies	e	e	e
45.015	Psychology	e	e	e
45.016	Advanced Placement Psychology	e	e	e
45.02	ANTHROPOLOGY			
45.021	Anthropology	e	e	e
45.03	SOCIOLOGY			
45.031	Sociology	e	e	e
45.032	Ethnic Studies	e	e	e

45.05	POLITICAL SCIENCE AND GOVERNMENT			
45.051	Citizenship Education (Government)	r	r	r
or				
45.052	Advanced Placement Government/ Politics: United States	r	r	r
or				
45.053	Advanced Placement Government/ Politics: Comparative	r	r	r
45.054	American Political Behavior	c/e	c/e	c/e
45.055	Constitutional Theory	c/e	c/e	c/e
45.056	The Individual and the Law	c/e	c/e	c/e
45.06	ECONOMICS			
45.061	Economics/Business/Free Enterprise	r	r	r
or				
45.062	Advanced Placement Economics Macroeconomics	r	r	r
or				
45.063	Advanced Placement Microeconomics	r	r	r
45.064	Comparative Political/Economic Systems	c/e	c/e	de
45.07	GEOGRAPHY			
45.071	World Geography	e	c/e	c/e
45.072	Asian Studies	e	e	e
45.073	Latin American Studies	e	e	e
45.074	Middle Eastern Studies	e	e	e
45.075	Sub-Saharan Studies	e	e	e
45.076	Local Area Studies/Geography	e	e	e
45.08	HISTORY			
45.081	United States History	r	r	r
or				
45.082	Advanced Placement United States History	r	r	r
45.083	World History	r	c/e	c/e
45.084	Advanced Placement European History	e	e	e

45.085	The History of Technology	e	e	e
45.086	Local Area Studies/History	e	e	e
45.09	INTERNATIONAL RELATIONS			
45.091	United States and World Affairs	c/e	c/e	c/e
45.092	World Area Studies	c/e	c/e	c/e

(IX) HEALTH AND PHYSICAL EDUCATION.

For all programs of study, one Carnegie unit of health and physical education is required. Students shall combine two semesters or three quarters of the following courses to satisfy this requirement.

CPE	VE	HSD		
17.011	Health	r	r	r
36.041	Personal Fitness (9-12)	c/e	c/e	c/e
or				
36.051	Advanced Personal Fitness	c/e	c/e	de

17. HEALTH EDUCATION

17.01 HEALTH EDUCATION, SECONDARY

17.011	Health (9-12)	r	r	r

The following health and physical education courses may be taken as electives for all programs of study. Courses in physical education shall be taken to enhance life long fitness and physical activities rather than development of athletic performance.

CPE	VE	HSD		
17.012	Mental/Social Health (9-12)	e	e	e
17.013	First Aid and Safety	e	e	e
17.014	Driver Education	e	e	e
17.015	Family Living	e	e	e

36. PHYSICAL EDUCATION

36.01	PHYSICAL EDUCATION, SECONDARY, GENERAL			
36.011	General Physical Education I	e	e	e
36.012	General Physical Education II	e	e	e
36.013	General Physical Education III	e	e	e
36.014	General Physical Education IV	e	e	e
36.015	Principals of Athletic Training/ Sports Medicine	e	e	e
36.016	Theory in Physical Education	e	e	e
36.02	PHYSICAL EDUCATION, SECONDARY, INTRODUCTORY SPORTS			
36.021	Introductory Team Sports	e	e	e
36.022	Introductory Lifetime Sports	e	e	e
36.023	Introductory Track and Field	e	e	e
36.024	Introductory Aquatics/Water Sports	e	e	e
36.025	Introductory Outdoor Education	e	e	e
36.026	Introductory Rhythmics and Dance	e	e	e
36.027	Introductory Recreational Games	e	e	e
36.028	Introductory Gymnastics, Stunts and Tumbling	e	e	e
36.029	Introductory Self-Defense	e	e	e
36.03	PHYSICAL EDUCATION, SECONDARY, INTERMEDIATE SPORTS			
36.031	Intermediate Team Sports	e	e	e
36.032	Intermediate Lifetime Sports	e	e	e
36.033	Intermediate Track and Field	e	e	e
36.034	Intermediate Aquatics/Water Sports	e	e	e
36.035	Intermediate Outdoor Education	e	e	e
36.036	Intermediate Rhythmics and Dance	e	e	e
36.037	Intermediate Recreational Games	e	e	e
36.038	Intermediate Gymnastics, Stunts and Tumbling	e	e	e
36.039	Intermediate Self-Defense	e	e	e
36.04	PHYSICAL EDUCATION, SECONDARY, ADVANCED SPORTS			
36.041	Advanced Team Sports	e	e	e

36.042	Advanced Lifetime Sports	e	e	e
36.043	Advanced Track and Field	e	e	e
36.044	Advanced Aquatics/Water Sports	e	e	e
36.045	Advanced Outdoor Education	e	e	e
36.046	Advanced Rhythmics and Dance	e	e	e
36.047	Advanced Recreational Games	e	e	e
36.048	Advanced Gymnastics, Stunts and Tumbling	e	e	e
36.049	Advanced Self-Defense	e	e	e
36.05	PHYSICAL EDUCATION, SECONDARY, PERSONAL FITNESS AND CONDITIONING			
36.051	Personal Fitness	c/e	c/e	c/e
36.052	Physical Conditioning	e	e	e
36.053	Aerobic Dance	e	e	e
36.054	Weight Training	e	e	e
36.055	Exercise and Weight Control	e	e	e
36.056	Body Sculpting	e	e	e
36.06	PHYSICAL EDUCATION, SECONDARY, ADVANCED PERSONAL FITNESS AND CONDITIONING			
36.061	Advanced Personal Fitness	c/e	c/e	c/e
36.062	Advanced Physical Conditioning	e	e	e
36.063	Advanced Aerobic Dance	e	e	e
36.064	Advanced Weight Training	e	e	e
36.065	Advanced Exercise and Weight Control	e	e	e
36.066	Advanced Body Sculpting	e	e	e
36.07	PHYSICAL EDUCATION, SECONDARY, ADAPTIVE			
36.071	Adapted Physical Education I	e	e	e
36.072	Adapted Physical Education II	e	e	e
36.073	Adapted Physical Education III	e	e	e
36.074	Adapted Physical Education IV	e	e	e

(X) FOREIGN LANGUAGES.

Two Carnegie units of the same foreign language shall be required for the College Preparatory Endorsement (CPE) program of study in grades 9-12. Students whose native language is not English may be considered to have met the foreign language requirement 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. Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Foreign Language for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

For a student who is hearing impaired, American Sign Language may be taken as an elective or as a core course to fulfill the requirements of the college preparatory seal of endorsement. If American Sign Language is to be used to fulfill the college preparatory requirement of two years of the same foreign language, adherence to the requirements in the following paragraph is required.

For the purpose of fulfilling the foreign language requirement for a college preparatory seal of endorsement, a demonstrated proficiency in American Sign Language shall be accepted as a foreign language if it is determined that a deaf student has a hearing loss which significantly impacts upon a student's ability to learn a foreign language. The Individualized Education Program (IEP) Committee shall determine if American Sign Language is to be substituted for the foreign language requirement. The IEP Committee shall state in the Individual Education Program that American Sign Language is substituting for the foreign language and that two years of the American Sign Language must be taken to complete the requirement.

For students who are not hearing impaired, American Sign Language may be taken for one unit of elective credit or for the third unit of foreign language credit.

CPE	VE	HSD		
60.	ROMANCE LANGUAGES			
60.01	HIGH SCHOOL FRENCH			
60.011	French I	c/e	c/e	c/e
60.012	French II	c/e	c/e	c/e
60.013	French III	c/e	c/e	c/e
60.014	French IV	c/e	c/e	c/e
60.015	French V	c/e	c/e	c/e
60.016	French VI	c/e	c/e	c/e
60.017	Advanced Placement French: Language	c/e	c/e	c/e
60.018	Advanced Placement French: Literature	c/e	c/e	c/e
60.03	HIGH SCHOOL ITALIAN			
60.031	Italian I	c/e	c/e	c/e
60.032	Italian II	c/e	c/e	c/e
60.033	Italian III	c/e	c/e	c/e
60.034	Italian IV	c/e	c/e	c/e
60.035	Italian V	c/e	c/e	c/e
60.05	HIGH SCHOOL PORTUGUESE			
60.051	Portuguese I	c/e	c/e	c/e
60.052	Portuguese II	c/e	c/e	c/e
60.053	Portuguese III	c/e	c/e	c/e
60.054	Portuguese IV	c/e	c/e	c/e
60.055	Portuguese V	c/e	c/e	c/e
60.07	HIGH SCHOOL SPANISH			
60.071	Spanish I	c/e	c/e	c/e
60.072	Spanish II	c/e	c/e	c/e
60.073	Spanish III	c/e	c/e	c/e
60.074	Spanish IV	c/e	c/e	c/e
60.075	Spanish V	c/e	c/e	c/e
60.076	Spanish VI	c/e	c/e	c/e

60.077	Advanced Placement Spanish: Language	c/e	c/e	c/e
60.078	Advanced Placement Spanish: Literature	c/e	c/e	c/e
60.079	Spanish for Native Spanish Speakers	c/e	c/e	c/e
61.	GERMANIC, SLAVIC AND CLASSICAL LANGUAGES			
61.01	HIGH SCHOOL GERMAN			
61.011	German I	c/e	c/e	c/e
61.012	German II	c/e	c/e	c/e
61.013	German III	c/e	c/e	c/e
61.014	German IV	c/e	c/e	c/e
61.015	German V	c/e	c/e	c/e
61.016	German VI	c/e	c/e	c/e
61.017	Advanced Placement German: Language	c/e	c/e	c/e
61.02	HIGH SCHOOL GREEK (CLASSICAL)			
61.021	Greek (Classical) I	c/e	c/e	c/e
61.022	Greek (Classical) II	c/e	c/e	c/e
61.023	Greek (Classical) III	c/e	c/e	c/e
61.024	Greek (Classical) IV	c/e	c/e	c/e
61.025	Greek (Classical) V	c/e	c/e	c/e
61.04	HIGH SCHOOL LATIN			
61.041	Latin I	c/e	c/e	c/e
61.042	Latin II	c/e	c/e	c/e
61.043	Latin III	c/e	c/e	c/e
61.044	Latin IV	c/e	c/e	c/e
61.045	Latin V	c/e	c/e	c/e
61.046	Latin VI	c/e	c/e	c/e
61.047	Advanced Placement Latin: Vergil	c/e	c/e	c/e
61.048	Advanced Placement Latin: Literature	c/e	c/e	c/e
61.06	HIGH SCHOOL RUSSIAN			
61.061	Russian I	c/e	c/e	c/e
61.062	Russian II	c/e	c/e	c/e

61.063	Russian III	c/e	c/e	c/e
61.064	Russian IV	c/e	c/e	c/e
61.065	Russian V	c/e	c/e	c/e
61.066	Russian VI	c/e	c/e	c/e
62.	ASIAN LANGUAGES			
62.01	HIGH SCHOOL CHINESE			
62.011	Chinese I	c/e	c/e	c/e
62.012	Chinese II	c/e	c/e	c/e
62.013	Chinese III	c/e	c/e	c/e
62.014	Chinese IV	c/e	c/e	c/e
62.015	Chinese V	c/e	c/e	c/e
62.016	Chinese VI	c/e	c/e	c/e
62.03	HIGH SCHOOL JAPANESE			
62.031	Japanese I	c/e	c/e	c/e
62.032	Japanese II	c/e	c/e	c/e
62.033	Japanese III	c/e	c/e	c/e
62.034	Japanese IV	c/e	c/e	c/e
62.035	Japanese V	c/e	c/e	c/e
62.036	Japanese VI	c/e	c/e	c/e
62.05	HIGH SCHOOL KOREAN			
62.051	Korean I	c/e	c/e	c/e
62.052	Korean II	c/e	c/e	c/e
62.053	Korean III	c/e	c/e	c/e
62.054	Korean IV	c/e	c/e	c/e
62.055	Korean V	c/e	c/e	c/e
63.	AFRICAN AND SEMITIC LANGUAGES			
63.01	HIGH SCHOOL ARABIC			
63.011	Arabic I	c/e	c/e	c/e
63.012	Arabic II	c/e	c/e	c/e
63.013	Arabic III	c/e	c/e	c/e
63.014	Arabic IV	c/e	c/e	c/e
63.015	Arabic V	c/e	c/e	c/e
63.016	Arabic VI	c/e	c/e	c/e
63.03	HIGH SCHOOL HEBREW			
63.031	Hebrew I	c/e	c/e	c/e

63.032	Hebrew II	c/e	c/e	c/e
63.033	Hebrew III	c/e	c/e	c/e
63.034	Hebrew IV	c/e	c/e	c/e
63.035	Hebrew V	c/e	c/e	c/e
63.05	HIGH SCHOOL SWAHILI			
63.051	Swahili I	c/e	c/e	c/e
63.052	Swahili II	c/e	c/e	c/e
63.053	Swahili III	c/e	c/e	c/e
63.054	Swahili IV	c/e	c/e	c/e
63.055	Swahili V	c/e	c/e	c/e
64.	AMERICAN SIGN LANGUAGE			
64.01	HIGH SCHOOL AMERICAN SIGN LANGUAGE FOR HEARING IMPAIRED STUDENTS			
64.011	American Sign Language I	c/e	c/e	c/e
64.012	American Sign Language II	c/e	c/e	c/e
64.013	American Sign Language III	c/e	c/e	c/e
64.014	American Sign Language IV	c/e	c/e	c/e
64.015	American Sign Language V	c/e	c/e	c/e
64.016	American Sign Language VI	c/e	c/e	c/e
64.02	AMERICAN SIGN LANGUAGE FOR NON-HEARING IMPAIRED STUDENTS			
64.021	American Sign Language I	e	e	e
64.022	American Sign Language II	e	e	e
64.023	American Sign Language III	e	e	e
64.024	American Sign Language IV	e	e	e

(XI) MILITARY SCIENCE.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in JROTC for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE	VE	HSD	
28.	MILITARY SCIENCE		
28.01	JROTC/AIR FORCE		
28.011	JROTC Air Force I	c/e	c/e c/e
28.012	JROTC Air Force II	c/e	c/e c/e
28.013	JROTC Air Force III	c/e	c/e c/e
28.014	JROTC Air Force IV	c/e	c/e c/e
28.02	JROTC/NAVY		
28.021	JROTC Navy I	c/e	c/e c/e
28.022	JROTC Navy II	c/e	c/e c/e
28.023	JROTC Navy III	c/e	c/e c/e
28.024	JROTC Navy IV	c/e	c/e c/e
28.03	JROTC/ARMY		
28.031	JROTC Army I	c/e	c/e c/e
28.032	JROTC Army II	c/e	c/e c/e
28.033	JROTC Army III	c/e	c/e c/e
28.034	JROTC Army IV	c/e	c/e c/e
28.04	JROTC/MARINES		
28.041	JROTC Marines I	c/e	c/e c/e
28.042	JROTC Marines II	c/e	c/e c/e
28.043	JROTC Marines III	c/e	c/e c/e
28.044	JROTC Marines IV	c/e	c/e c/e

(XII) MUSIC.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/Music for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College

Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE	VE	HSD	
53.	MUSIC		
53.01	MUSIC APPRECIATION, GENERAL		
53.014	Music Appreciation I	c/e	c/e c/e
53.015	Music Appreciation II	c/e	c/e c/e
53.016	Music Appreciation III	c/e	c/e c/e
53.017	Music Appreciation IV	c/e	c/e c/e
53.02	MUSIC, SECONDARY GENERAL		
53.021	Music Theory and Composition I	c/e	c/e c/e
53.022	Music Theory and Composition II		
53.023	Advanced Placement Music Theory	c/e	c/e c/e
53.024	Music History and Literature I	c/e	c/e c/e
53.025	Music History and Literature II	c/e	c/e c/e
53.026	Contemporary Music Studies (Ethnic and Folk)	c/e	c/e c/e
53.03	MUSIC, BAND		
53.0361	Beginning Band I	c/e	c/e c/e
53.0362	Beginning Band II	c/e	c/e c/e
53.0363	Beginning Band III	c/e	c/e c/e
53.0364	Beginning Band IV	c/e	c/e c/e
53.0371	Intermediate Band I	c/e	c/e c/e
53.0372	Intermediate Band II	c/e	c/e c/e
53.0373	Intermediate Band III	c/e	c/e c/e
53.0374	Intermediate Band IV	c/e	c/e c/e
53.0381	Advanced Band I	c/e	c/e c/e
53.0382	Advanced Band II	c/e	c/e c/e
53.0383	Advanced Band III	c/e	c/e c/e
53.0384	Advanced Band IV	c/e	c/e c/e
53.05	MUSIC, ORCHESTRA		

53.0561	Beginning Orchestra I	c/e	c/e c/e
53.0562	Beginning Orchestra II	c/e	c/e c/e
53.0563	Beginning Orchestra III	c/e	c/e c/e
53.0564	Beginning Orchestra IV	c/e	c/e c/e
53.0571	Intermediate Orchestra I	c/e	c/e c/e
53.0572	Intermediate Orchestra II	c/e	c/e c/e
53.0573	Intermediate Orchestra III	c/e	c/e c/e
53.0574	Intermediate Orchestra IV	c/e	c/e c/e
53.0581	Advanced Orchestra I	c/e	c/e c/e
53.0582	Advanced Orchestra II	c/e	c/e c/e
53.0583	Advanced Orchestra III	c/e	c/e c/e
53.0584	Advanced Orchestra IV	c/e	c/e c/e
53.06	MUSIC, ETHNIC AND FOLK		
53.0641	Beginning Jazz I	c/e	c/e c/e
53.0642	Beginning Jazz II	c/e	c/e c/e
53.0643	Beginning Jazz III	c/e	c/e c/e
53.0644	Beginning Jazz IV	c/e	c/e c/e
53.0651	Intermediate Jazz I	c/e	c/e c/e
53.0652	Intermediate Jazz II	c/e	c/e c/e
53.0653	Intermediate Jazz III	c/e	c/e c/e
53.0654	Intermediate Jazz IV	c/e	c/e c/e
53.0661	Advanced Jazz I	c/e	c/e c/e
53.0662	Advanced Jazz II	c/e	c/e c/e
53.0663	Advanced Jazz III	c/e	c/e c/e
53.0664	Advanced Jazz IV	c/e	c/e c/e
53.0671	Afro-American Music Studies I	c/e	c/e c/e
53.0672	Afro-American Music Studies II	c/e	c/e c/e
53.0673	Afro-American Music Studies III	c/e	c/e c/e
53.0674	Afro-American Music Studies IV	c/e	c/e c/e
53.0681	American Folk Music Studies I	c/e	c/e c/e
53.0682	American Folk Music Studies II	c/e	c/e c/e
53.0683	American Folk Music Studies III	c/e	c/e c/e
53.0684	American Folk Music Studies IV	c/e	c/e c/e
53.0691	Ethnic Music Studies I	c/e	c/e c/e
53.0692	Ethnic Music Studies II	c/e	c/e c/e

53.0693	Ethnic Music Studies III	c/e	c/e c/e
53.0694	Ethnic Music Studies IV	c/e	c/e c/e
53.07	MUSIC, CHAMBER ENSEMBLES, SECONDARY		
53.0711	Beginning Choral Ensemble I	c/e	c/e c/e
53.0712	Beginning Choral Ensemble II	c/e	c/e c/e
53.0713	Beginning Choral Ensemble III	c/e	c/e c/e
53.0714	Beginning Choral Ensemble IV	c/e	c/e c/e
53.0721	Intermediate Choral Ensemble I	c/e	c/e c/e
53.0722	Intermediate Choral Ensemble II	c/e	c/e c/e
53.0723	Intermediate Choral Ensemble III	c/e	c/e c/e
53.0724	Intermediate Choral Ensemble IV	c/e	c/e c/e
53.0731	Advanced Choral Ensemble I	c/e	c/e c/e
53.0732	Advanced Choral Ensemble II	c/e	c/e c/e
53.0733	Advanced Choral Ensemble III	c/e	c/e c/e
53.0734	Advanced Choral Ensemble IV	c/e	c/e c/e
53.0741	Beginning Instrumental Ensemble I	c/e	c/e c/e
53.0742	Beginning Instrumental Ensemble II	c/e	c/e c/e
53.0743	Beginning Instrumental Ensemble III	c/e	c/e c/e
53.0744	Beginning Instrumental Ensemble IV	c/e	c/e c/e
53.0751	Intermediate Instrumental Ensemble I	c/e	c/e c/e
53.0752	Intermediate Instrumental Ensemble II	c/e	c/e c/e
53.0753	Intermediate Instrumental Ensemble III	c/e	c/e c/e
53.0754	Intermediate Instrumental Ensemble IV	c/e	c/e c/e
53.0761	Advanced Instrumental Ensemble I	c/e	c/e c/e
53.0762	Advanced Instrumental Ensemble II	c/e	c/e c/e
53.0763	Advanced Instrumental Ensemble III	c/e	c/e c/e
53.0764	Advanced Instrumental Ensemble IV	c/e	c/e c/e
53.08	MUSIC, GUITAR STUDIES		
53.0841	Beginning Guitar I	c/e	c/e c/e
53.0842	Beginning Guitar II	c/e	c/e c/e

53.0843	Beginning Guitar III	c/e	c/e c/e
53.0844	Beginning Guitar IV	c/e	c/e c/e
53.0851	Intermediate Guitar I	c/e	c/e c/e
53.0852	Intermediate Guitar II	c/e	c/e c/e
53.0853	Intermediate Guitar III	c/e	c/e c/e
53.0854	Intermediate Guitar IV	c/e	c/e c/e
53.0861	Advanced Guitar I	c/e	c/e c/e
53.0862	Advanced Guitar II	c/e	c/e c/e
53.0863	Advanced Guitar III	c/e	c/e c/e
53.0864	Advanced Guitar IV	c/e	c/e c/e
53.09	MUSIC, KEYBOARD STUDIES		
53.0941	Beginning Keyboard I	c/e	c/e c/e
53.0942	Beginning Keyboard II	c/e	c/e c/e
53.0943	Beginning Keyboard III	c/e	c/e c/e
53.0944	Beginning Keyboard IV	c/e	c/e c/e
53.0951	Intermediate Keyboard I	c/e	c/e c/e
53.0952	Intermediate Keyboard II	c/e	c/e c/e
53.0953	Intermediate Keyboard III	c/e	c/e c/e
53.0954	Intermediate Keyboard IV	c/e	c/e c/e
53.0961	Advanced Keyboard I	c/e	c/e c/e
53.0962	Advanced Keyboard II	c/e	c/e c/e
53.0963	Advanced Keyboard III	c/e	c/e c/e
53.0964	Advanced Keyboard IV	c/e	c/e c/e
54.	CHORUS		
54.0211	Beginning Mixed Chorus I	c/e	c/e c/e
54.0212	Beginning Mixed Chorus II	c/e	c/e c/e
54.0213	Beginning Mixed Chorus III	c/e	c/e c/e
54.0214	Beginning Mixed Chorus IV	c/e	c/e c/e
54.0221	Intermediate Mixed Chorus I	c/e	c/e c/e
54.0222	Intermediate Mixed Chorus II	c/e	c/e c/e
54.0223	Intermediate Mixed Chorus III	c/e	c/e c/e
54.0224	Intermediate Mixed Chorus IV	c/e	c/e c/e
54.0231	Advanced Mixed Chorus I	c/e	c/e c/e
54.0232	Advanced Mixed Chorus II	c/e	c/e c/e
54.0233	Advanced Mixed Chorus III	c/e	c/e c/e

54.0234	Advanced Mixed Chorus IV	c/e	c/e c/e
54.0241	Beginning Women's Chorus I	c/e	c/e c/e
54.0242	Beginning Women's Chorus II	c/e	c/e c/e
54.0243	Beginning Women's Chorus III	c/e	c/e c/e
54.0244	Beginning Women's Chorus IV	c/e	c/e c/e
54.0251	Intermediate Women's Chorus I	c/e	c/e c/e
54.0252	Intermediate Women's Chorus II	c/e	c/e c/e
54.0253	Intermediate Women's Chorus III	c/e	c/e c/e
54.0254	Intermediate Women's Chorus IV	c/e	c/e c/e
54.0261	Advanced Women's Chorus I	c/e	c/e c/e
54.0262	Advanced Women's Chorus II	c/e	c/e c/e
54.0263	Advanced Women's Chorus III	c/e	c/e c/e
54.0264	Advanced Women's Chorus IV	c/e	c/e c/e
54.0271	Beginning Men's Chorus I	c/e	c/e c/e
54.0272	Beginning Men's Chorus II	c/e	c/e c/e
54.0273	Beginning Men's Chorus III	c/e	c/e c/e
54.0274	Beginning Men's Chorus IV	c/e	c/e c/e
54.0281	Intermediate Men's Chorus I	c/e	c/e c/e
54.0282	Intermediate Men's Chorus II	c/e	c/e c/e
54.0283	Intermediate Men's Chorus III	c/e	c/e c/e
54.0284	Intermediate Men's Chorus IV	c/e	c/e c/e
54.0291	Advanced Men's Chorus I	c/e	c/e c/e
54.0292	Advanced Men's Chorus II	c/e	c/e c/e
54.0293	Advanced Men's Chorus III	c/e	c/e c/e
54.0294	Advanced Men's Chorus IV	c/e	c/e c/e

(XIII) VISUAL ARTS.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Visual Arts for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE	VE	HSD		
50.	VISUAL ARTS			
50.02	VISUAL ARTS/COMPREHENSIVE (9-12)			
50.0211	Visual Arts/ Comprehensive I (9-12)	c/e	c/e	c/e
50.0212	Visual Arts/ Comprehensive II (9-12)	c/e	c/e	c/e
50.0213	Visual Arts/ Comprehensive III (9-12)	c/e	c/e	c/e
50.0214	Visual Arts/ Comprehensive IV (9-12)	c/e	c/e	c/e
50.03	VISUAL ARTS/DRAWING & PAINTING GENERAL STUDIO (9-12)			
50.0311	Visual Arts/Drawing I (9-12)	c/e	c/e	c/e
50.0312	Visual Arts/Drawing II (9-12)	c/e	c/e	c/e
50.0313	Visual Arts/Drawing & Painting I (9-12)	c/e	c/e	c/e
50.0314	Visual Arts/Drawing & Painting II (9-12)	c/e	c/e	c/e
50.0321	Visual Arts/Painting I (9-12)	c/e	c/e	c/e
50.0322	Visual Arts/Painting II (9-12)	c/e	c/e	c/e
50.04	VISUAL ARTS/FINE & FOLK CRAFTS (9-12)			
50.0411	Visual Arts/Ceramics/Pottery I (9-12)	c/e	c/e	c/e
50.0412	Visual Arts/Ceramics/Pottery II (9-12)	c/e	c/e	c/e
50.0413	Visual Arts/Ceramics/Pottery III (9-12)	c/e	c/e	c/e
50.0414	Visual Arts/Ceramics/Pottery IV (9-12)	c/e	c/e	c/e
50.0421	Visual Arts/Fibers I (9-12)	c/e	c/e	c/e
50.0422	Visual Arts/Fibers II (9-12)	c/e	c/e	c/e
50.0423	Visual Arts/Fibers III (9-12)	c/e	c/e	c/e

50.0424	Visual Arts/Fibers IV (9-12)	c/e	c/e c/e
50.0431	Visual Arts/Applied Design I (9-12)	c/e	c/e c/e
50.0432	Visual Arts/Applied Design II (9-12)	c/e	c/e c/e
50.0433	Visual Arts/Applied Design III (9-12)	c/e	c/e c/e
50.0434	Visual Arts/Applied Design IV (9-12)	c/e	c/e c/e
50.05	VISUAL ARTS/PRINTMAKING (9-12)		
50.0511	Visual Arts/Printmaking I(9-12)	c/e	c/e c/e
50.0512	Visual Arts/Printmaking II(9-12)	c/e	c/e c/e
50.0513	Visual Arts/Printmaking III (9-12)	c/e	c/e c/e
50.0514	Visual Arts/Printmaking IV (9-12)	c/e	c/e c/e
50.06	VISUAL ARTS/SCULPTURE (9-12)		
50.0611	Visual Arts/Sculpture I (9-12)	c/e	c/e c/e
50.0612	Visual Arts/Sculpture II (9-12)	c/e	c/e c/e
50.0613	Visual Arts/Sculpture III(9-12)	c/e	c/e c/e
50.0614	Visual Arts/Sculpture IV (9-12)	c/e	c/e c/e
50.07	VISUAL ARTS/MEDIA ARTS (9-12)		
50.0711	Visual Arts/Photography I (9-12)	c/e	c/e c/e
50.0712	Visual Arts/Photography II (9-12)	c/e	c/e c/e
50.0713	Visual Arts/Photography III (9-12)	c/e	c/e c/e
50.0714	Visual Arts/Photography IV (9-12)	c/e	c/e c/e
50.0721	Visual Arts/Graphics I (9-12)	c/e	c/e c/e
50.0722	Visual Arts/Graphics II (9-12)	c/e	c/e c/e
50.0723	Visual Arts/Graphics III (9-12)	c/e	c/e c/e
50.0724	Visual Arts/Graphics IV (9-12)	c/e	c/e c/e
50.0731	Visual Arts/Video I (9-12)	c/e	c/e c/e
50.0732	Visual Arts/Video II (9-12)	c/e	c/e c/e
50.08	VISUAL ARTS/ADVANCED PLACEMENT STUDIO (9-12)		
50.0811	Visual Arts/Advanced Placement Studio: Drawing Portfolio (9-12)	c/e	c/e c/e
50.0812	Visual Arts/Advanced Placement Studio: General Portfolio (9-12)	c/e	c/e c/e

50.09	VISUAL ARTS/ART HISTORY & CRITICISM (9-12)			
50.0911	Visual Arts/Art History & Criticism I (9-12)	c/e	c/e	c/e
50.0912	Visual Arts/Art History & Criticism II (9-12)	c/e	c/e	c/e
50.0921	Visual Arts/Advanced Placement History of Art (9-12)	c/e	c/e	c/e

(XIV) DANCE.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/Dance for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE		VE	HSD
51.	DANCE		
51.02	DANCE SECONDARY, BALLET		
51.021	Ballet I	c/e	c/e c/e
51.022	Ballet lI	c/e	c/e c/e
51.023	Ballet III	c/e	c/e c/e
51.024	Ballet IV	c/e	c/e c/e
51.03	DANCE SECONDARY, JAZZ		
51.031	Jazz Dance I	c/e	c/e c/e
51.032	Jazz Dance II	c/e	c/e c/e
51.033	Jazz Dance III	c/e	c/e c/e
51.034	Jazz Dance IV	c/e	c/e c/e
51.04	DANCE SECONDARY, MODERN		
51.041	Modern I	c/e	c/e c/e
51.042	Modern II	c/e	c/e c/e

51.043	Modern III	c/e	c/e	c/e
51.044	Modern IV	c/e	c/e	c/e
51.05	DANCE SECONDARY, GENERAL			
51.051	Dance History	c/e	c/e	c/e
51.052	Dance Composition	c/e	c/e	c/e

(XV) DRAMATIC ARTS.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/Drama for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE	VE	HSD		
52.	DRAMA			
52.02	DRAMATIC ARTS/FUNDAMENTALS SECONDARY (9-12)			
52.021	Dramatic Arts/Fundamentals I (9-12)	c/e	c/e	c/e
52.022	Dramatic Arts/Fundamentals II (9-12)	c/e	c/e	c/e
52.023	Dramatic Arts/Fundamentals III (9-12)	c/e	c/e	c/e
52.024	Dramatic Arts/Fundamentals IV (9-12)	c/e	c/e	c/e
52.03	DRAMATIC ARTS/MUSICAL THEATRE (9-12)			
52.031	Dramatic Arts/Musical Theatre I (9-12)	c/e	c/e	c/e
52.032	Dramatic Arts/Musical Theatre II (9-12)	c/e	c/e	c/e
52.033	Dramatic Arts/Musical Theatre III (9-12)	c/e	c/e	c/e

52.034	Dramatic Arts/Musical Theatre IV (9-12)	c/e	c/e c/e
52.04	DRAMATIC ARTS/FILM TECHNICAL THEATRE (9-12)		
52.041	Dramatic Arts/Technical Theatre I (9-12)	c/e	c/e c/e
52.042	Dramatic Arts/Technical Theatre II (9-12)	c/e	c/e c/e
52.043	Dramatic Arts/Technical Theatre III (9-12)	c/e	c/e c/e
52.044	Dramatic Arts/Technical Theatre IV (9-12)	c/e	c/e c/e
52.05	DRAMATIC ARTS/ADVANCED DRAMA (9-12)		
52.051	Dramatic Arts/Advanced Drama I (9-12)	c/e	c/e c/e
52.052	Dramatic Arts/Advanced Drama II (9-12)	c/e	c/e c/e
52.06	DRAMATIC ARTS/ACTING (9-12)		
52.061	Dramatic Arts/Acting I (9-12)	c/e	c/e c/e
52.062	Dramatic Arts/Acting II (9-12)	c/e	c/e c/e
52.07	DRAMATIC ARTS/FILM/VIDEO & TELEVISION (9-12)		
52.071	Dramatic Arts/Film/Video & Television I (9-12)	c/e	c/e c/e
52.072	Dramatic Arts/Film/Video & Television II (9-12)	c/e	c/e c/e
52.08	DRAMATIC ARTS/HISTORY & LITERATURE (9-12)		
52.081	DRAMATIC ARTS/HISTORY & LITERATURE I (9-12)	c/e	c/e c/e
52.082	DRAMATIC ARTS/HISTORY & LITERATURE II (9-12)	c/e	c/e c/e

(XVI) VOCATIONAL EDUCATION.

To receive only the Vocational Endorsement, a student shall complete at least four vocational units, three of which must be concentrated in one of the following occupational

or related program areas. One of the four units may include the Program of Education and Career Exploration (PECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI).

To receive both the College Preparatory Endorsement (CPE) and the Vocational Endorsement (VE), a student shall complete at least four units from any of the following areas.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Vocational Education/Computer Technology for Core Area of Study VI Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the High School Diploma (HSD), the College Preparatory Endorsement (CPE) and/or the Vocational Endorsement (VE) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CPE	VE	HSD		
01.	**AGRICULTURAL BUSINESS AND PRODUCTION TECHNOLOGY.**			
01.01	AGRICULTURAL BUSINESS AND MANAGEMENT			
01.411	Agricultural Business and Management	c/e	c/e	c/e
01.02	AGRICULTURAL MECHANIZATION TECHNOLOGY			
01.421	Agricultural Mechanics Technology I	c/e	c/e	c/e
01.422	Agricultural Mechanics Technology II	c/e	c/e	c/e
01.423	Agricultural Mechanics Technology III	c/e	c/e	c/e
01.03	AGRICULTURAL PRODUCTION AND MANAGEMENT			

01.431	Agricultural Crop Production and Management	c/e	c/e	c/e
01.432	Agricultural Animal Production and Management	c/e	c/e	c/e
01.04	AGRICULTURAL AND FOOD PROCESSING			
01.441	Agricultural and Food Processing Operations and Management	c/e	c/e	c/e
01.05	COOPERATIVE AGRIBUSINESS SALES AND MARKETING			
01.051	Cooperative Agribusiness Sales and Marketing I	c/e	c/e	c/e
01.052	Cooperative Agribusiness Sales and Marketing II	c/e	c/e	c/e
01.098	Co-op/Internship I	c/e	c/e	c/e
01.099	Co-op/Internship II	c/e	c/e	c/e
01.06	HORTICULTURE			
01.461	General Horticulture	c/e	c/e	c/e
01.462	Floriculture Production and Management	c/e	c/e	c/e
01.463	Landscape Design and Management	c/e	c/e	c/e
01.464	Nursery Production and Management	c/e	c/e	c/e
01.465	Turf Production and Management	c/e	c/e	c/e
01.466	Floral Design and Management	c/e	c/e	c/e
01.467	Hydroponics	c/e	c/e	c/e
01.07	INTERNATIONAL AGRICULTURE			
01.071	International Agriculture	c/e	c/e	c/e
02.	**AGRICULTURE SCIENCES AND TECHNOLOGY.**			
02.02	ANIMAL SCIENCES			
02.421	Animal Science Biotechnology	c/e	c/e	c/e
02.03	FOOD FIBER SCIENCES			
02.431	Food Fiber Science Technology	c/e	c/e	c/e
02.04	PLANT SCIENCES			
02.441	Plant Science Biotechnology	c/e	c/e	c/e
02.05	SOIL SCIENCES			

02.451	Soil Science Technology	c/e	c/e	c/e
02.06	PHYSICAL SCIENCES, AGRICULTURAL			
02.461	Physical Science Applications in Agriculture	c/e	c/e	c/e
02.07	AGRISCIENCE PRINCIPLES AND TECHNOLOGY			
02.471	Basic Agricultural Science and Technology	c/e	c/e	c/e
02.472	Agriscience Principles and Technology I	c/e	c/e	c/e
02.473	Agriscience Principles and Technology II	c/e	c/e	c/e
02.474	Agriscience Principles and Technology III	c/e	c/e	c/e
03.	**03. CONSERVATION AND NATURAL RESOURCES.**			
03.01	NATURAL RESOURCES CONSERVATION, GENERAL			
03.411	Natural Resources Management	c/e	c/e	c/e
03.02	ENVIRONMENTAL SCIENCE			
03.421	Environmental Science	c/e	c/e	c/e
03.03	FISHERIES SCIENCE AND MANAGEMENT			
03.431	Aquaculture	c/e	c/e	c/e
03.04	FORESTRY PRODUCTION AND PROCESSING			
03.441	Forest Harvesting and Production Technology	c/e	c/e	c/e
03.442	Forest Products Technology	c/e	c/e	c/e
03.05	FORESTRY SCIENCE			
03.451	General Forestry Practices	c/e	c/e	c/e
03.452	Advanced Forestry Science	c/e	c/e	c/e
03.453	Forestry Management for Wildlife	c/e	c/e	c/e
03.454	Urban and Community Forestry	c/e	c/e	c/e
06.	**BUSINESS MANAGEMENT.**			
06.01	BUSINESS MANAGEMENT			
06.014	International Business	c/e	c/e	c/e

06.015	Business Law	c/e	c/e	c/e
06.051	Business Economics	c/e	c/e	c/e
06.098	Business Co-op/Internship I	c/e	c/e	c/e
06.099	Business Co-op/Internship II	c/e	c/e	c/e
06.411	Business Calculations	c/e	c/e	c/e
06.412	Business Communications	c/e	c/e	c/e
06.413	Business Technology	c/e	c/e	c/e
07.	**BUSINESS ADMINISTRATION.**			
07.021	Banking and Finance/ Personal Finance	c/e	c/e	c/e
07.098	Business Co-op/Internship I	c/e	c/e	c/e
07.099	Business Co-op/Internship II	c/e	c/e	c/e
07.411	Principles of Accounting I	c/e	c/e	c/e
07.412	Principles of Accounting II	c/e	c/e	c/e
07.431	Data Processing/Computer Programming I and II	c/e	c/e	c/e
07.441	Computer Technology/ Applications I	c/e	c/e	c/e
07.442	Computer Technology/ Applications II	c/e	c/e	c/e
07.451	Integrated Business Program I	c/e	c/e	c/e
07.452	Integrated Business Program II	c/e	c/e	c/e
07.453	Integrated Business Program III	c/e	c/e	c/e
07.461	Shorthand/Speedwriting/ Notehand	c/e	c/e	c/e
07.462	Administrative Systems	c/e	c/e	c/e
07.472	Keyboarding	c/e	c/e	c/e
07.473	Electronic Publishing	c/e	c/e	c/e
07.474	Word Processing	c/e	c/e	c/e
07.475	Cooperative Business Education I	c/e	c/e	c/e
07.476	Cooperative Business Education II	c/e	c/e	c/e
08.	**08. MARKETING AND DISTRIBUTION.**			
08.411	Fashion Marketing Principles and Applications	c/e	c/e	c/e
08.421	Personal Services Marketing	c/e	c/e	c/e
08.431	Small Business Ownership	c/e	c/e	c/e

08.441	Financial Services Marketing	c/e	c/e	c/e
08.451	Introduction to Recreation and Tourism	c/e	c/e	c/e
08.071	Introduction to Marketing	c/e	c/e	c/e
08.474	Marketing Principles/Applications	c/e	c/e	c/e
08.475	Advanced Marketing Technology	c/e	c/e	c/e
08.481	Hotel/Motel Fundamentals	c/e	c/e	c/e
08.098	Co-op Internship I	c/e	c/e	c/e
08.099	Co-op Internship II	c/e	c/e	c/e
20.	**20. HOME ECONOMICS.**			
20.414	Comprehensive Home Economics I	c/e	c/e	c/e
20.415	Comprehensive Home Economics II	c/e	c/e	c/e
20.416	Child Development	c/e	c/e	c/e
20.417	Single Living	c/e	c/e	c/e
20.418	Family Living	c/e	c/e	c/e
20.419	Design: Interior and Fashion	c/e	c/e	c/e
20.421	Home and Family Management Technology I	c/e	c/e	c/e
20.422	Home and Family Management Technology II	c/e	c/e	c/e
20.423	Parenting	c/e	c/e	c/e
20.524	Comprehensive Parenting	c/e	c/e	c/e
20.525	Care and Guidance of Children I	c/e	c/e	c/e
20.526	Care and Guidance of Children II	c/e	c/e	c/e
20.527	Child Care/Elder Care I	c/e	c/e	c/e
20.528	Child Care/Elder Care II	c/e	c/e	c/e
20.029	Child Care/Elder Care Internship I	c/e	c/e	c/e
20.031	Child Care/Elder Care Internship II	c/e	c/e	c/e
20.532	Food Service Occupations I	c/e	c/e	c/e
20.533	Food Service Occupations II	c/e	c/e	c/e
20.534	Food Service Occupations III	c/e	c/e	c/e
20.535	Food Service Occupations IV	c/e	c/e	c/e
20.036	Cooperative Home Economics Education I	c/e	c/e	c/e

20.037	Cooperative Home Economics Education II	c/e	c/e	c/e
20.098	Co-op/Internship I	c/e	c/e	c/e
20.099	Co-op/Internship II	c/e	c/e	c/e
21.	**TECHNOLOGY EDUCATION.**			
21.425	Introduction to Technology I	c/e	c/e	c/e
21.426	Introduction to Technology II	c/e	c/e	c/e
21.431	Communication Technology	c/e	c/e	c/e
21.432	Drafting Technology: Introduction	c/e	c/e	c/e
21.433	Drafting Technology: Mechanical	c/e	c/e	c/e
21.434	Drafting Technology: Architectural	c/e	c/e	c/e
21.435	Graphic Arts Technology	c/e	c/e	c/e
21.436	Electronic Communications Technology	c/e	c/e	c/e
21.441	Materials and Processes Technology I	c/e	c/e	c/e
21.442	Manufacturing Technology	c/e	c/e	c/e
21.443	Construction Technology	c/e	c/e	c/e
21.451	Energy and Power Technology	c/e	c/e	c/e
21.452	Electricity/Electronics Technology	c/e	c/e	c/e
21.461	Research and Development	c/e	c/e	c/e
21.471	Pre-Engineering/Pre-Technology	c/e	c/e	c/e
21.472	Engineering Applications	c/e	c/e	c/e
21.473	Bio-Related Technology	c/e	c/e	c/e
21.474	Aerospace Technology	c/e	c/e	c/e
10., 12., 17., 43., 46., 47., and 48.				
TRADE AND INDUSTRIAL EDUCATION.				
10.01	COMMUNICATION TECHNOLOGIES			
10.511	Mass Media Technology I	c/e	c/e	c/e
10.512	Mass Media Technology II	c/e	c/e	c/e
10.513	Mass Media Technology III	c/e	c/e	c/e
10.514	Music Marketing & Technology I	c/e	c/e	c/e
10.515	Music Marketing & Technology II	c/e	c/e	c/e
10.516	Music Marketing & Technology III	c/e	c/e	c/e
12.01	PERSONAL SERVICES OCCUPATIONS			

12.511	Fabric Maintenance Technology I	c/e	c/e	c/e
12.512	Fabric Maintenance Technology II	c/e	c/e	c/e
12.513	Fabric Maintenance Technology III	c/e	c/e	c/e
12.541	Cosmetology I	c/e	c/e	c/e
12.542	Cosmetology II	c/e	c/e	c/e
12.543	Cosmetology III	c/e	c/e	c/e
12.544	Cosmetology IV	c/e	c/e	c/e
17.01	ALLIED HEALTH			
17.521	Health Occupations I	c/e	c/e	c/e
17.522	Health Occupations II	c/e	c/e	c/e
17.523	Health Occupations III	c/e	c/e	c/e
17.615	Dental Assisting I	c/e	c/e	c/e
17.616	Dental Assisting II	c/e	c/e	c/e
17.617	Dental Assisting III	c/e	c/e	c/e
43.01	PROTECTIVE SERVICES			
43.511	Law Enforcement Training I	c/e	c/e	c/e
43.512	Law Enforcement Training II	c/e	c/e	c/e
43.513	Law Enforcement Training III	c/e	c/e	c/e
46.01	CONSTRUCTION TECHNOLOGY			
46.541	Construction Technology I	c/e	c/e	c/e
46.542	Construction Technology II	c/e	c/e	c/e
46.543	Construction Technology III	c/e	c/e	c/e
46.544	Construction Technology IV	c/e	c/e	c/e
47.01	MECHANICAL OCCUPATIONS			
47.525	Granite Technology I	c/e	c/e	c/e
47.526	Granite Technology II	c/e	c/e	c/e
47.527	Granite Technology III	c/e	c/e	c/e
47.531	Electronics Technology Occupations I	c/e	c/e	c/e
47.532	Electronics Technology Occupations II	c/e	c/e	c/e
47.533	Electronics Technology Occupations III	c/e	c/e	c/e
47.541	Electro-Mechanical Technology I	c/e	c/e	c/e
47.542	Electro-Mechanical Technology II	c/e	c/e	c/e

47.543	Electro-Mechanical Technology III	c/e	c/e	c/e
47.565	Collision Repair Technology I	c/e	c/e	c/e
47.566	Collision Repair Technology II	c/e	c/e	c/e
47.567	Collision Repair Technology III	c/e	c/e	c/e
47.571	Automotive Service Technology I	c/e	c/e	c/e
47.572	Automotive Service Technology II	c/e	c/e	c/e
47.573	Automotive Service Technology III	c/e	c/e	c/e
47.581	Small Engine Repair I	c/e	c/e	c/e
47.582	Small Engine Repair II	c/e	c/e	c/e
47.583	Small Engine Repair III	c/e	c/e	c/e
47.491	Diversified Cooperative Training I (Travel and Industrial Education)	c/e	c/e	c/e
47.492	Diversified Cooperative Training II (Trade and Industrial Education)	c/e	c/e	c/e
47.098	DCT/Trade & Industrial Education Co-op/Internship I	c/e	c/e	c/e
47.099	DCT/Trade & Industrial Education Co-op/Internship II	c/e	c/e	c/e
48.01	PRECISION PRODUCTION OCCUPATIONS			
48.511	Drafting and Design Technology I	c/e	c/e	c/e
48.512	Drafting and Design Technology II	c/e	c/e	c/e
48.513	Drafting and Design Technology III	c/e	c/e	c/e
48.514	Drafting and Design Technology IV	c/e	c/e	c/e
48.521	Graphic Arts Technology I	c/e	c/e	c/e
48.522	Graphic Arts Technology II	c/e	c/e	c/e
48.523	Graphic Arts Technology III	c/e	c/e	c/e
48.525	Commercial Art I	c/e	c/e	c/e
48.526	Commercial Art II	c/e	c/e	c/e
48.527	Commercial Art III	c/e	c/e	c/e
48.531	Upholstering I	c/e	c/e	c/e
48.532	Upholstering II	c/e	c/e	c/e
48.533	Upholstering III	c/e	c/e	c/e
48.575	Metalworking Technology Cluster I	c/e	c/e	c/e
48.576	Metalworking Technology Cluster II	c/e	c/e	c/e

48.577	Metalworking Technology Cluster III	c/e	c/e	c/e
32.	**PROGRAM OF EDUCATION AND CAREER EXPLORATION/CAREER CONNECTION.**			
32.414	Coordinated Vocational Academic Education I	c/e	c/e	c/e
32.415	Coordinated Vocational Academic Education II	c/e	c/e	c/e
32.416	Coordinated Vocational Academic Education III	c/e	c/e	c/e
32.417	Project Success I	c/e	c/e	c/e
32.418	Project Success II	c/e	c/e	c/e
32.424	Program of Education and Career Exploration (PECE)	c/e	c/e	c/e
32.811	Related Vocational Instruction I	c/e	c/e	c/e
32.812	Related Vocational Instruction II	c/e	c/e	c/e
32.813	Related Vocational Instruction III	c/e	c/e	c/e
32.031	Workplace Ethics (JTPA)	c/e	c/e	c/e
32.032	Workplace Ethics Co-op; (JTPA)	c/e	c/e	c/e
32.433	Workplace Readiness	c/e	c/e	c/e

(XVII) SPECIAL EDUCATION.

90. SPECIAL EDUCATION

This designated number shall be used for any course determined by a student's IEP and taught by a special education teacher where high school Carnegie credit is not given. The school system may use the remaining digits (90.XXXXXXX) to identify semester, period, teacher, or any desired identification by the local school system.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.06
Authority: O.C.G.A. Secs. 20-2-131, 20-2-140, 20-2-142, 20-2-150(a), 20-2-151(a)(b), 20-2-154(a), 20-2-160, 20-2-161.1, 20-2-161.2, 20-2-163, 20-2-280, 20-2-281(a),(b),(c).
History. Original Rule entitled "High School Graduation Requirements Beginning with 1992-93 Enrolling Ninth Graders" adopted. F. Mar. 25, 1991; eff. Apr. 14, 1991.
Amended: Rule retitled "High School Graduation Requirements for Students Enrolling in the Ninth Grade in the 1993-94 School Year and Subsequent Years." F. Jul. 17, 1992; eff. Aug. 6, 1992.
Amended: F. Aug. 20, 1993; eff. Sept. 9, 1993.

Amended: Nov. 17, 1993; eff. Dec. 7, 1993.

Rule 160-4-2-.07. Instruction in United States and Georgia History and Government.

(1) **REQUIREMENTS.**

(a) Local boards of education shall adhere to the following requirements.

1. Implement at the high-school level the state-approved course of study in United States history, including its institutions and ideals.

2. Implement at the high-school level the state-approved course in citizenship education in the background, history, and development of the United States' system of government, including the essentials of the United States Constitution, including the study of American institutions and ideals and a study of the Pledge of Allegiance to the flag of the United States in addition to other institutions and ideals.

3. Implement at the eighth grade the state-approved course of study in Georgia history and government. This course shall include a study of Georgia's institutions and ideals, a study of state and local governments, and a study of the Pledge of Allegiance to the Georgia flag in addition to other institutions and ideals.

(b) Local boards of education shall exempt students who enter a Georgia public school after the eighth grade year from the required course of study in Georgia history and government.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.07
Authority: O.C.G.A. Sec. 20-2-142.
History. Original Rule entitled "Requirements" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Mar. 16, 1999; eff. Apr. 5, 1999.
Amended: New Rule entitled "Instruction in United States and Georgia History and Government" adopted. F. Jan. 14, 2005; eff. Feb. 3, 2005.
Amended: F. Jan. 21, 2011; eff. Feb. 10, 2011.

Rule 160-4-2-.08. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.08
Authority: O.C.G.A. Secs. 20-2-151, 20-2-152, 20-2-161, 20-2-306.
History. Original Rule entitled "Gifted Education" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Mar. 16, 1999; eff. Apr. 5, 1999.

Rule 160-4-2-.09. Governor's Honors Program.

(1) **PURPOSE.** The Governor's Honors Program shall provide differentiated instructional experiences designed to encourage selected students to meet their full academic and artistic potential.

(2) **DEFINITIONS.**

(a) Governor's Honors Program (GHP) - a state-funded, six-week-long summer residential program designed to provide intellectual and artistic high school students differentiated educational opportunities not usually available during the regular school year.

(b) Governor's Honors Program alternate - a student who has been nominated by his or her local public high school, private high school, or home school and has participated in the statewide interview but has not been selected to attend the program.

(c) Governor's Honors Program finalist - a student who has been selected to attend the program.

(d) Governor's Honors Program nominee - a student recommended by his or her local public high school, private high school, or home school to attend the statewide GHP interviews.

(e) Nomination quota - the number of students who may be recommended for the Governor's Honors Program. Each school system and private school shall receive one nomination for every 100 students or major fraction thereof enrolled in the 10th and 11th grades during the previous academic year. For public schools, this quota is based on the full-time equivalent (FTE) count of the 10th and 11th grades in the local school system. The nomination quota is assigned by the Georgia Department of Education, is separated into three categories: academic, fine arts and technology/career preparatory (vocational education), and is included in the memorandum *Nomination Guidelines*.

(3) **REQUIREMENTS.**

(a) The local system, private high school, or home school annually shall follow the student nomination process for GHP which includes the following criteria:

1. Student nominees shall be rising juniors and seniors.

2. Student nominees shall be nominated in only one subject area, by the subject-area teacher, with approval of the student and parent/guardian.

3. Student nominees shall be required to participate in the statewide interview to be eligible for participation in the program.

4. Students nominated but not participating in the 10th grade shall be eligible for renomination in the 11th grade.

5. Students shall participate in the GHP summer residential program one time only.

6. All nominees from public schools and home schools shall be endorsed by the principal, counselor, local GHP coordinator and superintendent of the local school system. All nominees from private schools shall be endorsed by the head of the school. Home school nominees must demonstrate compliance with Georgia's Home Study Law O.C.G.A. § 20-2-690. Applications and information on local alternate nominees shall be forwarded to the Georgia Department of Education only when an alternate nominee is replacing an original nominee.

7. A transcript of high school grades and records shall accompany each nomination form, including endorsements and other information pertinent to student nominations, as stated in the document *Instructional Descriptions, and Criteria for Selection in All Areas*.

8. A score on the PSAT or SAT shall be required for selection and participation in the program.

9. Students shall be required to demonstrate high aptitude and high interest in their area of nomination, as stated in the document *Instructional Descriptions, and Criteria for Selection in All Areas*.

(b) The school system, private school, or home school shall obtain written parent/guardian permission for nominated students to participate and to allow the school to release student records in support of the nomination.

(c) The school system, private school, or home school shall annually submit applications to the department postmarked no later than December 10.

(d) Students shall return acceptance material to the program director by the specified deadline. Failure to return acceptance material by the specified deadline will result in disqualification from the program.

(e) All students participating shall be required to agree to

1. Enter in all scheduled activities, including special events, seminars and support areas;

2. Attend the program for the entire period as stated in the student handbook, including the opening and closing dates of the program;

3. Concentrate in their major areas of nomination/study and to select additional, minor and/or interest areas of pursuit;

4. Abide by program rules and regulations as included in the student handbook.

5. Students selected to participate in the program shall notify the department of health conditions requiring extraordinary attention.

(f) The State Board of Education authorizes the state school superintendent to approve waivers of this rule when, in the judgment of the state school superintendent, such requests are consistent with the goals and objectives of this program.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.09
Authority: O.C.G.A. Sec. 20-2-306.
History. Original Rule entitled "Governor's Honors Program" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Amended: F. Jan. 18, 2000; eff. Feb. 7, 2000.
Amended: F. Aug. 13, 2009; eff. Sept. 2, 2009.

Rule 160-4-2-.10. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.10
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Georgia Scholar Program" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Amended: F. Mar. 20, 1997; eff. Apr. 9, 1997.
Amended: Rule retitled "Governor's Scholarship Program". F. May 26, 1998; eff. June 15, 1998.
Amended: F. Nov. 16, 1998; eff. Dec. 6, 1998.
Amended: F. Jan. 18, 2000; eff. Feb. 7, 2000.
Amended: F. Nov. 9, 2001; eff. Nov. 29, 2001.
Repealed: F. Jan. 14, 2005; eff. Feb. 3, 2005.

Rule 160-4-2-.11. Promotion, Placement, and Retention.

(1) **DEFINITIONS.**

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

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

(c) **Differentiated instruction** - instructional strategies designed to meet individual student learning needs.

(d) **Grade level-** standard of performance, as defined by the Governor's Office of Student Achievement, on a state-adopted assessment.

(e) **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.

(f) **Placement committee-** thecommittee established by the local school principal or designee to make placement decisions concerning a student who does not achieve proficiency on the state-adopted assessment. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state-adopted assessment.

(g) **Promotion-** theassignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.

(h) **Retention-** the re-assignment of a student to the current grade level during the next school year.

(2) **REQUIREMENTS FOR GRADES 1-8.**

(a) By July 1, 2003, each local board of education shall develop, adopt, and implement policy, in accordance with O.C.G.A. § 20-2-282 through 20-2-285, that bases the placement or promotion of a student into a grade, class, or program on an assessment of the academic achievement of the student and a determination of the education 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. Further, the policy shall specify how the state-adopted assessment administered in all grades 1-8, in accordance with O.C.G.A. § 20-2-281, will be weighted or otherwise utilized by the school principal or designee in determining:

1. The overall academic achievement of students;

2. An appropriate plan of accelerated, differentiated, or additional instruction for students who do not achieve grade level; and

3. Placement (with specific recommendations), promotion, or retention of a student.

(b) Students shall be tested in accordance with requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

(c) The local board of education shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and criteria established by the local board of education.

(3) **REQUIREMENTS FOR GRADES 3, 5, AND 8.**

(a) Promotion of a student shall be determined as follows.

1. No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the state-adopted assessment in reading and meet promotion standards and criteria established by the local board of education for the school that the student attends.

2. No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the state-adopted assessments in reading and mathematics and meet promotion standards and criteria established by the local board of education for the school that the student attends.

3. No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the state-adopted assessments in reading and mathematics and meet promotion standards and criteria established by the local board of education for the school that the student attends.

4. Requirements in this section shall apply to students in the following grade levels:

(i) The third grade beginning with the 2003-2004 school year.

(ii) The fifth grade beginning with the 2004-2005 school year.

(iii) The eighth grade beginning with the 2005-2006 school year.

5. The school principal or designee may retain a student who performs satisfactorily on the state-adopted assessment but who does not meet promotion standards and criteria established by the local board of education.

(b) When a student does not perform at grade level in grades 3, 5, or 8 on the state-adopted assessment(s) specified in section (a) above, then the following shall occur:

1. Within ten calendar days, excluding weekends and holidays, of receipt of the state-adopted assessment individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:

   (i) The student's below-grade-level performance on the state-adopted assessment(s);

   (ii) The specific retest(s) to be given the student and testing date(s);

   (iii) The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the state-adopted assessment; and

   (iv) The possibility that the student might be retained at the same grade level for the next school year.

2. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity; and

3. The student shall be retested with appropriate section(s) of the state-adopted assessment(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the local board of education.

(c) When a student does not perform at grade level on the state-adopted assessment(s) in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur:

1. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this rule.

2. The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.

   (i) The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student;

   (ii) The notice shall describe the composition and functions of the placement committee; it may describe the option of the parent or

guardian, 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 if provided for in local board policy; and

(iii) The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.

3. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.

   (i) The placement committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) of the subject(s) of the state-adopted assessment or the alternative assessment instrument on which the student failed to perform at grade level.

   (ii) The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.

   (iii) The placement committee shall review the overall academic achievement of the student in light of the performance on the state-adopted assessment or the alternative assessment instrument and promotion standards and criteria established by the local board of education for the school that the student attends, and make a determination to promote or retain.

   (iv) The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.

   (v) 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.

   (vi) 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.

4. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grades 3, 5, or 8 on the state-adopted assessment(s) specified in section (a) above whether the student is retained, placed, or promoted for the subsequent year.

5. A student who is absent or otherwise unable to take the state-adopted assessment in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the state-adopted assessment in reading and/or mathematics on the second administration day(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the local board of education. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.

6. A student's failure to take the state-adopted assessment 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 State Board of Education and the local board of education shall result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this rule.

7. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee.

8. The decision of the placement committee may be appealed only as provided for by the local board of education.

(4) **REQUIREMENTS FOR GRADES 9-12.**

(a) Local boards of education shall develop and adopt policies and procedures for the promotion and retention of students in grades 9 through 12.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.11
Authority: O.C.G.A. § 20-2-240, 20-2-282, 20-2-283, 20-2-284, 20-2-285.
History. Original Rule entitled "Promotion, Placement, and Retention" adopted. F. Dec. 14, 2001; eff. Jan. 3, 2002.
Amended: F. June 18, 2002; eff. July 8, 2002.
Amended: F. Nov. 7, 2014; eff. Nov. 27, 2014.

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

(1) **DEFINITIONS.**

(a) **Alcohol and other drug use education -** a planned program of instruction that provides information about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs.

(b) **Disease prevention education -** a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.

(c) **Psychomotor skills -** skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).

(d) **Sex education/AIDS education -** a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.

(e) **Fitness assessment program -** annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

(2) **REQUIREMENTS.**

(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include 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

13. Family living

14. Motor skills

15. Physical fitness

16. Lifetime sports

17. Outdoor education

18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol, tobacco, vapor products, and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.

3. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

(g) Each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(h) Each local board of education which operates a school with grades nine through 12 shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to its students as a requirement within one of the required health or physical education courses (Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061)) to satisfy this requirement. Such instruction shall incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and to use an automated external defibrillator. Each local board of education shall report adherence to this requirement as determined by the Georgia Department of Education. The instructional program shall include either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross, or

2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator.

(i) Each local board of education which operates a school with grades 6 through 12 shall provide instruction in human trafficking awareness on an annual basis at each grade level.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.12
Authority: O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777.
History. Original Rule entitled "Comprehensive Health and Physical Education Program Plan" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Mar. 17, 1993; eff. Apr. 6, 1993.
Amended: F. June 29, 2000; eff. July 19, 2000.
Amended: F. Mar. 14, 2011; eff. Apr. 3, 2011.
Amended: F. Aug. 22, 2013; eff. Sept. 11, 2013.
Amended: F. Aug. 23, 2018; eff. Sept. 12, 2018.
Amended: F. Nov. 4, 2021; eff. Nov. 24, 2021.

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

(1) **DEFINITION**.

(a) **Minimum passing score -** the lowest possible score that a student can earn and still meet the requirements for completion of a subject or grade.

(b) **Georgia Milestones End-of-Course (EOC) -** assessments administered at the completion of core high school courses specified by the State Board of Education, in accordance with O.C.G.A. § 20-2-281(f), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

(2) **REQUIREMENTS**.

(a) Each local board of education shall establish 70 as the minimum passing score for all subjects/courses taught in grades 4-12 in the public schools of the state.

(b) Each school containing any grade 9-12 shall record and maintain numerical grades of students in all courses for which credit is given in those courses.

(c) If letter grades instead of numerical grades are given in grades 4-8, the local board of education shall determine the relationship of letter grades to the numerical passing score of 70.

(d) The Georgia Milestones EOC shall be used as the final exam in the courses assessed by a Georgia Milestones EOC. Georgia Milestones EOC reports shall provide students, parents, and educators with individual scores on each EOC taken; student scores must be recorded on, in, or with the individual student report card.

(e) For students who entered ninth grade for the first time before July 1, 2011, the numeric score on the Georgia Milestones EOC shall count for 15% of the student's final numeric grade in the course assessed by the Georgia Milestones EOC.

(f) For students who enter ninth grade on or after July 1, 2011, the numeric score on the Georgia Milestones EOC shall count for 20% of the student's final numeric grade in the course assessed by the Georgia Milestones EOC.

1. For the 2020-2021 school year only, the numeric score on the Georgia Milestones EOC shall count for 0.01%, at a minimum, of the student's final numeric grade in the course assessed by the Georgia Milestones EOC.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.13
Authority: O.C.G.A. §§ 20-2-240; 20-2-281.
History. Original Rule entitled "Statewide Passing Score" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F Aug. 8, 2002; eff. Aug. 28, 2002.
Amended: F. Jan. 9, 2004; eff. Jan. 29, 2004.
Amended: F. July 12, 2004; eff. August 1, 2004.
Amended: Apr. 13, 2011; eff. May 3, 2011.
Amended: F. Nov. 7, 2014; eff. Nov. 27, 2014.
Amended: F. Dec. 21, 2020; eff. Jan. 10, 2021.

Rule 160-4-2-.14. Instructional Extension.

(1) **DEFINITION.**

(a) **Instructional Extension-** a state-funded instructional program to address the academic needs of low-performing students.

(2) **REQUIREMENTS.**

(a) Each school system implementing the state-funded Instructional Extension program shall provide instructional opportunities at no cost to eligible students with low performance in academic subjects.

(b) The class size for an Instructional Extension class will not exceed the number as specified in the State Board of Education Rule 160-5-1-.08 Class Size, Appendix F.

(c) Each school system shall ensure that the Instructional Extension program provides instruction based on objectives of the state curriculum standards. State funding is restricted to addressing the academic needs of low-performing students in reading, language arts, mathematics, science, and/or social studies.

(d) For the Instructional Extension program, each local board of education shall employ state-certified teaching staff.

(e) Each school system implementing the Instructional Extension program is responsible for designing and implementing the program, as well as, evaluating

program effectiveness. School systems may choose to provide remediation beyond the regular school day in a single school, several schools, or a centralized system location. Instruction may be delivered in a variety of models, which may include summer school, after-school, Saturday classes, inter-session classes, tutorial programs, other models locally designed, and additional instructional programs during the regular school day. At the beginning of each school year, each school system shall have a plan for addressing the academic needs of low performing students. Such plan shall state, at a minimum, the dollar amounts expected to be utilized in such a program, a statement of the school system's preferred strategies for the utilization of such funds, a statement of how low performing students will be identified, and the criteria to be utilized by the school system in evaluating the effectiveness of the program. At the end of each school year, each school system shall describe its evaluation of the effectiveness of the Instructional Extension program.

(f) Each local school system shall spend 100 percent of the funds designated for additional days of instruction for such costs at the system level, which may include transportation costs incurred for transporting students who are attending additional classes funded by these designated funds.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.14
Authority: O.C.G.A. § 20-2-184.1.
History. Original Rule entitled "Instructional Extension" adopted. F. July 18, 2000; eff. August 7, 2000.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.
Amended: F. Nov. 18, 2003; eff. Dec. 8, 2003.
Amended: F. Nov. 7, 2013; eff. Nov. 27, 2013.

Rule 160-4-2-.15. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.15
Authority: O.C.G.A. Secs. 20-2-271, 20-14-41.
History. Original Rule entitled "School Improvement Teams - Intensive Services" adopted. F. July 18, 2000; eff. August 7, 2000.
Repealed: F. Dec. 9, 2004; eff. Dec. 29, 2004.

Rule 160-4-2-.16. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.16
Authority: O.C.G.A. Secs. 20-2-160, 20-2-161.1, 20-2-165, 20-2-168, 20-2-240.
History. Original Rule entitled "Scheduling for Instruction" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Aug. 20, 1993; eff. Sept. 9, 1993.
Amended: F. May 21, 1997; eff. June 10, 1997.
Amended: F. May 26, 1998; eff. June 15, 1998.
Repealed: F. Oct. 14, 2010; eff. Nov. 3, 2010.

Rule 160-4-2-.17. Early Intervention Program (EIP).

(1) **DEFINITIONS.**

(a) **Accelerated Instruction -** challenging instructional activities that are intensely focused on student academic deficiencies in content areas. This accelerated instruction is designed to enable students who have not achieved grade level, as defined by the Office of Student Achievement, to meet grade-level standards in the shortest possible time.

(b) **Early Intervention Program -** a program designed to serve students in grades kindergarten through five who are at risk of not reaching or maintaining academic grade level, as defined in the department's *Early Intervention Program Guidelines*, to obtain the necessary academic skills to reach grade-level performance in the shortest possible time.

(2) **REQUIREMENTS.**

(a) All identified students shall be moved into the Early Intervention Program (EIP), provided assistance, and moved out upon reaching grade level performance.

(b) The kindergarten early intervention program shall serve students enrolled in grade kindergarten. The primary grades early intervention program shall serve students enrolled in grades one through three. The upper elementary grades early intervention program shall serve students enrolled in grades four and five.

(c) Schools participating in the EIP shall provide an instructional program that will promote the acceleration of learning in order for students to succeed and progress to the next higher level of academic achievement in accordance with *Georgia Department of Education Early Intervention Program Guidelines.*

(d) The specifications for delivery of early intervention services shall be the responsibility of local boards of education. Participating schools shall use instructional models for the Early Intervention Program that include, but are not limited to, class augmentation, self-contained, reduced class size, pull-out, or Reading Recovery.

(e) Eligibility determination is made at the school system level by identifying the students functioning below the normal expectation for the respective grade using criteria provided by the Office of Student Achievement.

(f) Local systems shall use the provided EIP Checklist rubric, when using the EIP Teacher Checklists for eligibility.

(g) Local systems shall devise a process for identification of students during the school year as a continuous process of early identification and monitoring.

(h) The school shall provide a ten calendar-day notice for an opportunity to conference with the student's parents or guardians and the student to discuss the student's performance and the role of the early intervention program.

(i) Students placed in the EIP must be administered continuous assessments that will reflect achievement gains throughout the academic year.

(j) Program exit criteria shall be as developed by the Office of Student Achievement.

(k) Eligibility records and exit documentation shall be maintained at the local school made available for monitoring upon request.

(l) Each local school system shall report the number of students served in the EIP as part of the full-time equivalent (FTE) program count.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.17
Authority: O.C.G.A. Sec. 20-2-153.
History. Original Rule entitled "Special Instructional Assistance" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. May 16, 1996; eff. June 5, 1996.
Amended: F. Feb. 17, 1998; eff. Mar. 9, 1998.
Repealed: New Rule entitled "Early Intervention Program (EIP)" adopted. F. June 29, 2000; eff. July 19, 2000.
Amended: F. July 23, 2001; eff. August 12, 2001.
Amended: F. June 13, 2002; eff. July 2, 2002.
Amended: F. Apr. 13, 2006; eff. May 3, 2006.

Rule 160-4-2-.18. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.18
Authority: O.C.G.A. Secs. 20-2-240, 20-2-1010, 20-2-1011, 20-2-1012, 20-2-1013.
History. Original Rule entitled "Reading First Instructional Materials Selection" adopted. F. Mar. 20, 1998; eff. Apr. 9, 1998.
Repealed: F. Apr. 20, 2005; eff. May 10, 2005.

Rule 160-4-2-.19. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.19
Authority: O.C.G.A. Secs. 20-2-240, 20-2-1010, 20-2-1011, 20-2-1012, 20-2-1013.
History. Original Rule entitled "Reading First Instructional Materials Advisory Committee" adopted. F. Mar. 20, 1998; eff. Apr. 9, 1998.
Repealed: F. Apr. 20, 2005; eff. May 10, 2005.

Rule 160-4-2-.20. State-Funded K- 8 Subjects and 9-12 Courses For Students Entering Ninth Grade In 2008 And Subsequent Years.

(1) **REQUIREMENTS.**

(a) Local boards of education shall not receive state funds for the following:

1. Any course for which the course guide does not allocate a major portion of class time towards the development of one or more student competencies established by the State Board of Education.

2. Any course that requires participation in an extracurricular activity and for which enrollment is on a competitive basis.

3. Any class period in which the student serves as an assistant in a school office or in the media center, except when such placement is an approved work learning site of a recognized career program.

4. Any study hall or other noncredit course.

(b) Local boards of education may apply for state funding for courses not included on the list of state-funded K-8 subjects and 9-12 courses by using DE Form 0287 Local School System Request for Addition to List of State-Funded K-8 Subjects and 9-12 Courses. The forms are posted on the Georgia Department of Education website.

(c) New courses are added to the state-funded list subsequent to State Board of Education approval of the standards submitted for new courses.

(d) The State Board of Education must approve the removal of K-8 subjects and 9-12 courses from the list.

(e) Local boards of education shall receive state funds for State Board of Education approved K-8 subjects and 9-12 courses. Only subjects and courses approved by the State Board of Education will be added to the state-funded list. The list must be kept current and organized by an appropriate classification system.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.20
Authority: O.C.G.A. § 20-2-140; 20-2-141; 20-2-142; 20-2-151.1; 20-2-160.
History. Original Rule entitled "List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008" adopted. F. Apr. 3, 2008; eff. Apr. 23, 2008.
Repealed: New Rule of same title adopted. F. Feb. 12, 2009; eff. Mar. 4, 2009.
Repealed: New Rule entitled "List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years" adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.
Amended: F. Aug. 19, 2010; eff. Sept. 8, 2010.
Amended: Mar. 14, 2011; eff. Apr. 3, 2011.
Amended: Jul. 21, 2011; eff. Aug. 10, 2011.
Amended: F. Jan. 12, 2012; eff. Feb. 1, 2012.
Amended: F. May 10, 2012; eff. May 30, 2012.
Amended: F. May 9, 2013; eff. May 29, 2013.
Amended: F. Apr. 3, 2014; eff. Apr. 23, 2014.
Amended: F. Apr. 2, 2015; eff. Apr. 22, 2015.

Amended: New title "State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years." F. June 12, 2015; eff. July 2, 2015.

Rule 160-4-2-.21. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.21
Authority: O.C.G.A. Secs. 20-2-280, 20-2-240.
History. Original Rule entitled "Early Dismissal Conference Days" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Jul. 12, 1993; eff. Aug. 1, 1993,
Repealed: F. Dec. 9, 1997; eff. Dec. 29, 1997.

Rule 160-4-2-.22. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.22

Rule 160-4-2-.23. Georgia Scholar Program.

(1) **Definitions.**

(a) **Core courses** - courses chosen from English/language arts, mathematics, science, social studies, and foreign language for a College Preparatory or College Preparatory with Distinction program of study. For a Technology/Career-preparatory or Technology/Career-preparatory with Distinction program of study, four vocational units are also considered to be core courses.

(b) **Fine arts courses** - courses chosen from visual arts, music, dance, or dramatic arts.

(c) **Georgia Scholar** - a graduating high school senior who has met specified criteria, been nominated by his or her school, and approved by the Department.

(d) **Interscholastic activity** - any school-sponsored program involving competition between individuals or groups representing two or more schools.

(2) **Requirements.**

(a) Participating schools shall be public schools, or private schools accredited by or holding provisional status from the Georgia Accrediting Commission and/or one of the accrediting agencies that is a member of the Georgia Private School Accreditation Council, and/or the Southern Association of Colleges and Schools, and/or any other accrediting agency recognized by the Georgia Student Finance Commission.

(b) Participating schools shall be accredited by the date the candidate graduates.

(c) Local school systems or private schools that choose to participate shall designate an individual to coordinate the activities of the Georgia Scholar Program.

(d) Schools shall nominate only those students who have:

1. A minimum combined score of 1360 on the Scholastic Assessment Test (SAT) at one sitting or a composite score of 31 at one sitting on the American College Test (ACT);

2. Earned 22 Carnegie units of credit for graduation including:

   (i) Three units in science, including one unit in chemistry or physics;

   (ii) Four units in mathematics, including one unit in Algebra II;

   (iii) Three units in social studies, including economics and citizenship, world history and U.S. studies;

   (iv) Four units in English language arts;

   (v) Two units of a single foreign language;

   (vi) One unit in fine arts;

3. Courses taken prior to grade 9 that are taught using 9-12 Georgia Performance Standards shall be considered as meeting the requirements for the purposes of this rule.

4. A non-weighted, cumulative Grade Point Average (GPA) of at least 3.75 on a 4.0 scale, where A = 4, B = 3, C = 2, and D = 1 in core courses;

5. Participated in a minimum of three different competitive interscholastic activities during grades 9-12;

6. Been appointed by school official or elected to positions of leadership in a minimum of two different activities sponsored by the school;

7. Shown evidence of leadership in a minimum of two different youth activities outside the school, including being appointed by an organization sponsor or elected to a position of leadership or role of responsibility in a minimum of one of these activities;

8. Registered to vote if a United States citizen and 18 years of age on or before March 1 of the year in which their application for the Georgia Scholar Program is submitted to the Georgia Department of Education;

9. Shown evidence of self-esteem and concern for others in day-to-day activities.

(e) The private or public school shall submit to the Georgia Department of Education postmarked no later than March 1 of each year Georgia Scholar Program applications. Each application shall be accompanied by:

1. An official transcript of all high school work, including all transfer records and the schedule of courses being taken for the remainder of the applicant's senior year that are not shown on the transcript;

2. An SAT or ACT score sticker (or photocopy of sticker) from the testing company if the score does not appear on the transcript;

3. A copy of the applicant's voter registration card, if applicable;

4. A resumé of all competitive interscholastic activities, school-sponsored activities and youth activities outside the school in which the student has participated and specific leadership or elected/appointed positions held in each of these activities by the student; and

5. A letter of reference from someone outside the school or family.

(f) The State Board of Education authorizes the state school superintendent to approve waivers of this rule when, in the judgment of the state school superintendent, such requests are consistent with the goals and objectives of this program.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.23
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Georgia Scholar Program" adopted. F. Dec. 9, 2004; eff. Dec. 29, 2004.

Rule 160-4-2-.24. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.24

Rule 160-4-2-.25. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.25

Rule 160-4-2-.26. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.26

Rule 160-4-2-.27. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.27

Rule 160-4-2-.28. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.28
Authority: O.C.G.A. Secs. 20-2-211, 20-2-215, 20-2-240.
History. Original Rule entitled "Qualifications and Duties Paraprofessional Personnel" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. Aug. 20, 1993; eff. Sept. 9, 1993.

Rule 160-4-2-.29. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.29

Rule 160-4-2-.30. High School Graduation Requirements.

(1) **Purpose.** This rule establishes high school graduation requirements for students enrolling in the ninth grade in school years 1984-85, 1985-86, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92 and 1992-93, and for students re-entering high school (grades 9-12) who were enrolled in high school (grades 9-12) prior to the school year 1993-94.

(2) Definitions.

(a) Carnegie unit - one unit of credit awarded for a minimum of 150 clock hours of instruction.

(b) Carnegie unit, summer school - one unit of credit awarded for a minimum of 120 clock hours of instruction.

(c) Core course (c) for Carnegie unit credit - a course that may be selected to count as one of the 13 core Carnegie unit requirements for the general diploma; also, one of the 17 Carnegie unit requirements for the college preparatory program of study or one of the 17 for the vocational education program of study.

(d) 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.

(e) Elective course (e) - a course that a student may select beyond the core requirements to fulfill the 21 Carnegie unit requirements for graduation.

(f) Joint enrollment - an arrangement between a local board of education and a regionally accredited postsecondary institution wherein a student attends classes away from a high school and earns Carnegie units of credit that count toward high school graduation.

(g) Required course (r) - a specific course that each student in a program of study (general, college preparatory or vocational education) shall pass to graduate from high school.

(h) Seal of endorsement - a seal/stamp issued by the Georgia Department of Education and affixed to high school diplomas by local school system staff for students who have satisfied requirements for the college preparatory and/or the vocational education programs of study.

(i) Secondary school credentials.

1. The high school diploma - the document awarded to certify that a student has satisfied attendance requirements, Carnegie unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

   (i) General curriculum (GEN) - a program of study requiring 21 Carnegie units as specified by the Georgia Board of Education.

   (ii) College preparatory curriculum (CPC) - a program of study requiring 21 Carnegie units as specified by the Georgia Board of Education. Completion of this program is signified by a seal of endorsement on the diploma.

   (iii) Vocational curriculum (VOC) - a program of study requiring 21 Carnegie units as specified by the Georgia Board of Education. Completion of this program is signified by a seal of endorsement on the diploma.

2. The high school performance certificate - the document awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

3. The special education diploma - the document awarded to students with disabilities assigned to a special program who have not met the state assessment requirements referenced in 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).

(3) Requirements.

(a) Each local board of education shall provide secondary school curriculum, instructional delivery and support services that reflect the high school graduation requirements and assist all students in developing their unique potential to function in society.

(b) Each local board of education shall base local graduation requirements on this rule, shall submit a copy of their locally approved policy to the Georgia Department of Education and shall have on file a letter from the state superintendent of schools or designee stating that said policy has been reviewed and meets all state requirements.

(c) Each local board of education shall develop policies on postsecondary enrollment as referenced in Rule 160-4-2-.34 (Postsecondary Options) and for joint enrollment and early admission programs not included in 160-4-2-.34 (Postsecondary Options). The policies shall include the criteria for:

1. Non-vocational courses:

   (i) Minimum Scholastic Aptitude Test scores of 850 combined verbal and mathematics section;

   (ii) Minimum cumulative high school grade point average of 3.0 in academic subjects;

   (iii) Written approval of high school principal;

   (iv) Written consent of parent or guardian (if the student is a minor);

   (v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each 7.5 quarter hours or 5 semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than 7.5 quarter hours or 5 semester hours shall be determined by using the formula stated above.

   (vi) Written agreement for joint enrollment between the LEA and postsecondary institution.

2. Vocational courses:

   (i) Vocational courses offered in area vocational-technical schools or junior colleges;

   (ii) Inclusion of vocational-technical school or junior college courses in which students are participating in the local systems' vocational education plan;

   (iii) Written consent of parent or guardian (if the student is a minor);

   (iv) Written approval of high school principal;

(v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each 7.5 quarter hours or 5 semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than 7.5 quarter hours or 5 semester hours shall be determined by using the formula stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

(d) Each local board of education shall specify minimum attendance, the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment) and the required Carnegie units of credit in its policy defining the requirements for graduation from any Georgia high school that receives public funds.

1. Attendance.

(i) Each local board of education shall establish attendance requirements consistent with state compulsory attendance laws.

(ii) For students more than 16 years of age, a local board of education shall adopt policies allowing for program completion in more or less than 12 years of schooling. Attendance requirements may be waived considering the age and maturity of the student, accessibility of alternative learning programs, student achievement levels and decisions of parents or guardians. Such attendance waivers shall be consistent with guidelines of the Georgia Board of Education.

2. State Assessment Requirements.

(i) A local board of education shall consider only those students who have met the state assessment requirements as referenced in Rule 160-3-1-.07 (Test Programs - Student Assessment) as eligible for a diploma.

(ii) The local board of education shall not require a student who has no means of written communication due to a severe physical disability to take the writing portion of the assessment for graduation as specified in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

3. Carnegie Units.

(i) Each state-supported high school shall make available to all students the curriculum for the required minimum general diploma and for endorsements for the college preparatory and vocational education programs of study.

(ii) Effective the 1984-85 school year, enrolling ninth graders shall meet the core curriculum requirements.

(iii) Core curriculum: General

(I) REQUIRED AREAS OF STUDY	CARNEGIE UNITS
I. English Language Arts	4
II. Mathematics	2
III. Science	2
IV. Social Studies	3

A. One of these units shall be from the American studies area (United States history); one from citizenship education (government) and the principles of economics/business/free enterprise (one-half unit for semester programs and one-third unit for quarter programs); one of the units shall be from the world studies area (e.g., world history or world geography).

V.	Health, Safety and Physical Education	1
VI.	Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC	1
(II)	STATE REQUIRED UNITS	13
(III)	LOCALLY REQUIRED OR ELECTIVE UNITS	8
(IV)	TOTAL UNITS REQUIRED (MINIMUM)	21

(V) Additional courses selected from the following areas are also strongly recommended:

I. Mathematics.

II. Science.

III. Foreign Language.

IV. English Language Arts.

V. Social Studies.

VI. Fine Arts (dance, drama, music, visual arts).

VII. Computer Technology.

VIII. Vocational Education.

IX. Traffic Safety Education.

(iv) Remedial credit. Each local board of education shall include any remedial unit credits among the elective unit credits. A local board of education shall award state-required unit credit for courses that include skills and concepts generally considered to be secondary school education levels of performance.

(v) College preparatory program. Each local board of education shall provide a college preparatory program for those students who elect a rigorous academic experience and shall award a formal seal of endorsement from the Georgia Board of Education to those students who successfully complete the endorsed course of study. A local board of education shall require that all credit awarded for the college preparatory program shall be at the assigned grade level or above (9-12).

(I)	REQUIRED AREAS OF STUDY	CARNEGIE UNITS	INSTRUCTIONAL EMPHASES
I.	English Language Arts	4	Grammar and usage, literature (American, English and world), advanced composition
II.	Mathematics	3	Courses in algebra, geometry or more advanced courses
III.	Science	3	Physical science At least two laboratory courses from biology, chemistry or physics or at least three laboratory courses from biology, chemistry or physics
IV.	Social Studies	3	One of these units must be from the American studies area (United States history); one from the areas of citizenship education (government) and principles of economics/ business/ free enterprise (one-

			half unit for semester programs and one-third unit for quarter programs); one of the units must be world history.
V.	Foreign Language	2	Skill building courses: two units in one language emphasizing speaking, listening, reading and writing.
VI.	Health, Safety and Physical Education	1	Comprehensive health course focusing on decision making for life. Physical education course focusing on physical fitness for life.
VII.	Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC	1	Computer literacy; a more advanced course in dance, drama, music, visual arts; agriculture education; business education, marketing and distributive education; home economics education; industrial arts education, trade and industrial education

(II) STATE REQUIRED UNITS 17

(III) LOCALLY REQUIRED OR ELECTIVE UNITS 4

(IV) TOTAL UNITS REQUIRED (MINIMUM) 21

(V) Any local system may require more than 21 units for graduation.

(VI) Additional courses selected from the following areas of study are also strongly recommended.

I. Advanced Mathematics (trigonometry, analysis and calculus).

II. An additional laboratory course in science.

III. A third or fourth course in foreign language or study in a second foreign language.

IV. English Language Arts.

V. Social Studies.

VI. Fine Arts (dance, drama, music, visual arts).

VII. Computer Technology

VIII. Vocational Education.

IX. Physical Education.

(vi) A local board of education shall grant Carnegie unit credit only for work completed in grades 9-12. Students who graduate from any state-supported Georgia high school shall earn at least 21 Carnegie units of credit, 13 of which shall be earned through the Georgia Core Curriculum, with the remaining units earned either through local board of education requirements or elective areas of study.

(vii) Vocational Education Program. Each local board of education shall prescribe a vocational education program for those students who elect a vocational preparatory experience and shall award a formal seal of endorsement from the Georgia Board of Education to those students who successfully complete the following endorsed course of study for vocational education.

(I)	REQUIRED AREAS OF STUDY	CARNEGIE UNITS
I.	English Language Arts	4
II.	Mathematics	2
III.	Science	2
IV.	Social Studies	3

A. One of these units shall be from the American studies area (United States history); one from citizenship education (government) and the principles of economics/business/free enterprise (one-half unit for semester programs and one-third unit for quarter programs); one of the units shall be from the world studies area (e.g., world history or world geography).

V.	Health, Safety and Physical Education	1
VI.	Computer technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC	1
(II)	STATE REQUIRED UNITS	13
(III)	LOCALLY REQUIRED OR ELECTIVE UNITS	4

(IV) REQUIRED VOCATIONAL UNITS 4

(V) TOTAL UNITS REQUIRED (MINIMUM) 21

(VI) Each local school system shall make available at least three of the following vocational program areas for students who wish to receive credit for the vocational education endorsement.

I. Vocational Agriculture.

II. Business Education.

III. Home Economics (Occupational).

IV. Comprehensive Home Economics.

V. Health Occupations.

VI. Marketing Education.

VII. Industrial Arts.

VIII. Trade and Industrial.

(VII) Students who wish to receive the vocational education endorsement shall earn at least four vocational units, three of which shall be concentrated in one of the above occupational or related program areas. One of the four units may include the Program of Education and Career Exploration (PECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI).

(VIII) A local board of education shall award a student who completes the college preparatory program and earns at least four units selected from any of the above areas both the college preparatory and vocational education program endorsements.

(IX) Each high school shall make available vocational courses either in the student's high school or via cooperative arrangement with another high school,

magnet high school or vocational high school center.

(viii) Local school systems shall not substitute courses and exempt students from the Required Minimum Core Curriculum in the general, college preparatory and vocational education programs; however, local systems may develop examinations or other procedures for placement of students.

(4) Required Procedures for Awarding Carnegie Units of Credit.

(a) A local board of education shall award Carnegie units of credit or increments of units of credit for courses of study based on a minimum of 150 clock hours of instruction provided by the school.

(b) Each school with quarter programs shall offer a minimum of 50 clock hours of instruction for one-third Carnegie unit.

(c) Each school with semester programs shall offer a minimum of 75 clock hours of instruction for one-half unit of credit.

(d) Local boards may also award Carnegie units of credit or increments of units of credit for:

1. Credit in lieu of class enrollment - A local board of education shall adopt policies, subject to the approval of the state superintendent of schools or designee, to grant credit for learning that has occurred outside the school (9-12 learning experience). Local systems shall develop assessment procedures to award or exempt credits in lieu of class enrollment.

2. Credit for planned off-campus experiences - Local boards may adopt policies, subject to the approval of the state superintendent of schools, to grant credit for planned off-campus experiences if such experience are a part of the planned studies program.

3. Credit for joint enrollment:

(i) As permitted by the provisions of Rule 160-4-2-.34 (Postsecondary Options), or

(ii) As permitted by local policies and procedures established for accredited institutions not included in Rule 160-4-2-.34 (Postsecondary Options).

(5) Areas of Study.

(a) Effective with ninth graders entering in school year 1992-93, courses that shall earn Carnegie unit credit in English/language arts, mathematics, science, social studies, health/physical education, foreign languages, military science, music, visual arts, dance, drama, and vocational education are listed in Rule 160-4-2-.03 (List of State-Funded Courses).

(6) Secondary School Credentials.

(a) Each local board of education shall provide the high school diploma as the official document certifying completion of attendance, Carnegie units and meeting of state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

(b) Each local board of education shall provide the high school performance certificate to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

(c) Each local board of education shall provide a special education diploma to students with disabilities assigned to a special program who have not met the state assessment requirements referenced in 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 all of the requirements of their individualized education programs (IEP).

(7) Local and Responsibilities.

(a) Local boards of education shall establish instructional, support and delivery services. These services shall include, but are not limited to, the following:

1. An ongoing guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

2. Recordkeeping and reporting services that document student progress toward graduation and include information for the school, parents 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 which prevent them from meeting the prescribed competency performance requirements.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.30
Authority: O.C.G.A. Secs. 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151.1; 20-2-151(b); 20-2-154(a); 20-2-161.1; 20-2-161.2; 20-2-163; 20-2-280; 20-2-281(b).
History. Original Rule entitled "High School Graduation Requirements" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. Jul. 12, 1993; eff. Aug. 1, 1993.

Rule 160-4-2-.31. Hospital/Homebound (HHB) Services.

(1) **DEFINITIONS.**

(a) **Adult Parent Designee** - an individual who is at least 21 years of age and who the parent designates to be present during homebound instruction.

(b) **Chronic Health Condition** - a medical condition marked by a long duration or frequent recurrence.

(c) **Educational Service Plan (ESP)** - an individual plan for students receiving HHB service developed by the local school team, to include a school reentry procedure. The plan may include accommodations and modifications from a Section 504 plan, or Individualized Education Program (IEP), as applicable.

(d) **Hospital/Homebound (HHB) Services** - academic instruction and other services provided to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the student for the presenting diagnosis.

(e) **Instruction** - the teaching of standards as defined by Georgia Performance Standards (GPS), the Georgia Quality Core Curriculum (QCC), Section 504 plan, IEP, and any local curriculum for the classes in which the HHB student is enrolled and under the direction of the classroom teacher(s).

(f) **Intermittent HHB Service** - HHB instruction and other services for eligible students who have a medically diagnosed chronic health condition which may cause the student to be absent at least a total of 10 school days for intermittent periods per year or equivalent on a modified calendar or five school days per year on a high school block schedule.

(g) **Licensed Physician** - a person licensed to practice medicine under state law O.C.G.A. § 43-34-21 and licensed by the appropriate state board to assess the student's physical condition for which the student is referred.

(h) **Licensed Psychiatrist** - a person licensed to practice medicine under state law O.C.G.A. § 43-34-21 and trained to practice in the science of treating mental diseases to assess the student's psychiatric and/or emotional condition for which the student is referred.

(i) **Long-term HHB Service** - HHB instruction and other services for eligible students who have a medically diagnosed chronic health condition which may cause the student to be absent from school for more than nine consecutive weeks per year or equivalent on a modified calendar.

(j) **Online Learning Course** - a State Board of Education-approved course of instruction directly correlated to the state-approved curriculum that is delivered via the Internet or in any electronic medium.

(k) **School Day -** a day as specified by the local board of education which is the period between the time students are required to be present and their dismissal (160-5-1-.02 SCHOOL DAY FOR STUDENTS); ten school days on a regular high school schedule (six 50-minute classes per day) is equivalent to five school days on a high school block schedule.

(l) **Temporary HHB Service** - HHB instruction and other services for eligible students who have a medically diagnosed physical or psychiatric condition, which confines the student to home or hospital and restricts activities for nine weeks or less, but for a minimum of ten consecutive school days or equivalent on a modified calendar or a minimum of five consecutive days on a high school block schedule.

(2) **STUDENT ELIGIBILITY.**

(a) The local education agency (LEA) shall provide HHB services to students, including students with disabilities, who meet the following eligibility requirements:

1. The student is enrolled in a public school prior to the referral for HHB services.

2. The student must be anticipated to be absent for a minimum of ten consecutive school days per year or the equivalent on a modified calendar or the student has a chronic health condition causing him or her to be absent for intermittent periods of time anticipated at a minimum of ten school days per year or equivalent on a modified calendar or five school days on a high school block schedule per year.

(i) A student with a chronic health condition receiving intermittent HHB service must be anticipated to be absent for at least three consecutive school days for each occurrence before he or she will be eligible for HHB services.

3. The parent or guardian must sign the parental agreement concerning HHB policies and procedures, and parental cooperation. A release for medical information relating to the reason for the request for HHB service may be required by the LEA.

   (i) If the student is designated as an emancipated minor or is 18 years of age or older, that student is eligible to sign the parental agreement concerning HHB policies and procedures, parental cooperation, and release for medical information relating to the reason for the request for HHB services.

4. The LEA must receive a completed medical referral form signed by a licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented. A statement from a treating specialist may also be required.

   (i) The medical referral form shall contain a statement that includes the following information:

      (I) That the student is anticipated to be absent for a minimum of ten consecutive school days per year due to the relating documented medical condition or equivalent on a modified calendar (or five consecutive school days on a high school block schedule); or

      (II) That the student with chronic and long-term illnesses will be absent for at least ten school days or equivalent on a modified calendar (or five school days on a high school block schedule) which need not run consecutively; and

      (III) That the student is able to participate in and benefit from an instructional program; and

      (IV) That the student can receive instruction without endangering the health and safety of the instructor or other students with whom the instructor may come in contact; and

      (V) That describes the disabling condition or diagnosis with any medical implications for instructional services.

(ii) The medical referral form for a student with chronic or recurring conditions and long-term illnesses shall be obtained and updated on a schedule defined within the ESP and submitted to the LEA.

(b) Students with absences due to psychiatric and/or emotional disorders, as defined in the latest edition of the *Diagnostic and Statistical Manual* (DSM), are eligible for HHB services for a length of time as determined by the ESP provided that they satisfy the eligibility requirements as set forth in Subsection (2)(a).

(c) Students with absences due to pregnancy; related medical conditions, services, or treatment; childbirth; and recovery therefrom are eligible for HHB services for a length of time as determined by the ESP provided that they satisfy the eligibility requirements as set forth in Subsection (2)(a). [Title IX, 34 C.F.R. § 106.40(b)(4).]

(d) Students with absences due to a communicable disease, as specified in Rule 160-1-3-.03 COMMUNICABLE DISEASES, are eligible for HHB services for a length of time as determined by the ESP provided that they satisfy the eligibility requirements as set forth in Subsection (2)(a).

(3) **INITIATION OF HHB SERVICES.**

(a) The LEA may require the parent, guardian, emancipated minor or student who is 18 years of age or older to provide a properly signed release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) that authorizes the licensed physician or licensed psychiatrist who is treating the student to provide all requested records related to the condition related to the request for HHB services to the LEA and to discuss the student's situation and the need for HHB services with the school team. If the release is required by the LEA, the form must be provided to the school team prior to any decision regarding the need for HHB services.

(b) A completed written medical referral form requesting HHB services must be submitted to the LEA for HHB services to be considered.

(c) The request will be forwarded to the appropriate local school team designee or IEP team, whichever is appropriate, to assist in the development of an ESP to deliver the appropriate HHB services. The ESP shall include a school re-entry plan. The school team shall use input from the medical referral form completed by the referring licensed physician or licensed psychiatrist who is treating the student for the diagnosis presented. The appropriate local school designee or IEP team responsible for the development of the ESP may consider requests for extensions.

(d) Within five school days of receiving the completed medical referral form, the LEA shall provide written notification of the time and place of the local school

team meeting, if for general education students, or the IEP meeting, if for students with disabilities, regarding HHB services.

(4) **HHBINSTRUCTION**.

(a) HHB instruction shall be provided by a certified teacher, who is selected by the LEA in which the student is enrolled. Students eligible for services under the Individuals with Disabilities Education Act (IDEA) shall be served by appropriately certified personnel.

(b) HHB instruction may be offered, individually or in small groups, at the home of the student, the health care facility in which the student is confined, through online learning courses, or at other locations as identified in the ESP. The type of HHB instruction offered is based on the ESP which takes into consideration the cognitive ability and medical condition of the student.

1. To provide HHB instruction to a student confined in a health care facility, the LEA in which the student is enrolled shall arrange with or contract directly with the health care facility, the LEA in which the health care facility is located, or the appropriately certified teachers in the geographic area in which the health care facility is located.

(c) Although the local school team or IEP team shall determine the number of hours necessary to meet the instructional needs of the student, the student must receive at a minimum three hours of HHB instruction per school week to be considered present by the school.

1. A parent, guardian, or an approved adult parent designee as identified in the ESP shall be present during each entire home instructional period in which an HHB instructor is present.

2. If the student is designated as an emancipated minor or is eighteen years of age or older, an approved adult parent designees' presence is not required during each home instructional period in which an HHB instructor is present.

3. If the student is unable to receive a scheduled HHB instructional session during the school week due to his or her medical condition as documented by the licensed physician or licensed psychiatrist who is treating the student for the diagnosis for which he/she is receiving HHB services, a make-up instructional session may be provided. Once the student completes the make-up instructional session, the student shall be counted in accordance with Rule 160-5-1-.10 Student Attendance.

4. If the parent, guardian, or the approved adult parent designee of the student cancels a scheduled HHB instructional session, the student shall be counted absent. The LEA may reschedule the canceled session.

5. Students confined in a health care facility shall be counted present if the health care facility submits a HHB Verification of Instruction form to the LEA HHB designee.

(d) HHB students must participate in required state assessments as determined by the ESP or IEP. The appropriate local school team or IEP team shall develop strategies to ensure the delivery of these assessments services. If the student is medically able according to the licensed physician treating the student for the diagnosis for which he/she request HHB service, the student shall take the assessment in the school in which he or she is enrolled.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.31
Authority: O.C.G.A. Secs. 20-2-151, 20-2-152, 20-2-240, 43-34-21, 49-4-121.
History. Original Rule entitled "Hospital/ Homebound Instruction" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. Dec. 14, 2001; eff. Jan. 3, 2002.
Repealed: New Rule entitled "Hospital/Homebound (HHB) Services" adopted. F. Nov. 4, 2009; eff. Nov. 24, 2009.

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

(1) **Definitions.**

(a) **Student Support Team (SST) -** an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school.

(2) **Requirements.**

(a) Each school shall have a minimum of one SST and shall establish support team procedures.

(b) Before a referral is made for other supplemental or support services an evaluation and/or assessment shall be conducted.

1. Prior evaluation(s) and/or assessment(s) of a student for a state or federal program shall be considered as having met this requirement.

(c) The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student:

1. Principal.
2. General education teacher.
3. Counselor.
4. Lead teacher.
5. School psychologist.
6. Subject area specialist.
7. ESOL teacher.
8. Special education teacher.
9. School social worker.
10. Central office personnel.
11. Section 504 coordinator.
12. Other appropriate personnel.

(d) Parents/guardians shall be invited to participate in all meetings of their child's SST and in the development of interventions for their child.

(e) Each school shall include the following steps in the SST process:

1. Identification of learning and/or behavior problems.
2. Assessment, if necessary.
3. Educational plan.
4. Implementation.
5. Follow-up and support.
6. Continuous monitoring and evaluation.

(f) Documentation of SST activities shall include the following:

1. Student's name.
2. Names of team members.

3. Meeting dates.
4. Identification of student learning and/or behavior problems.
5. Any records of assessment;
6. Educational plan and implementation results;
7. Follow-up and, as appropriate, continuous evaluation.

(3) **Exceptions to the Use of the SST Process.**

(a) School personnel and parents/guardians may determine that there is a reasonable cause to bypass the SST process for an individual student. Documentation in the student's record shall clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student.

(b) It is not necessary for students who transfer into the local school system/state operated program with a current Individualized Education Program or Section 504 plan to go through the SST process.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.32
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240.
History. Original Rule entitled "Student Support Team" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.

Rule 160-4-2-.33. Values and Character Education.

(1) **Requirements.**

(a) Local boards of education shall provide instruction that addresses the core values adopted by the State Board of Education. Local boards of education shall also provide instruction in character education.

(b) Each local board of education shall adopt a plan for implementing values and character education and shall specify in that plan the instructional materials and strategies to be used.

(c) The department shall develop a values and character education guide which may be used by local boards of education in the development of values and character education programs.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.33
Authority: O.C.G.A. Secs. 20-2-145, 20-2-240.
History. Original Rule entitled "Values Education" adopted. F. June 27, 1991; eff. July 17, 1991.
Amended: Rule retitled "Values and Character Education". F. Dec. 9, 1997; eff. Dec. 29, 1997.

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

(1) **DEFINITIONS**

(a) **Commission** - the Georgia Student Finance Commission created by O.C.G.A. § 20-3-233.

(b) **Dual Credit Course** - a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which the student receives secondary credit from his or her eligible high school.

(c) **Eligible core course** - a course in English, math, science, social studies, or a foreign language upon which the Commission calculates grade point averages for HOPE scholarship eligibility pursuant to O.C.G.A. § 20-2-157(b)(3.1) and which is included in the eligible course list.

(d) **Eligible course list** - a list of courses maintained by the Commission which identifies courses approved for funding authorized by O.C.G.A. § 20-2-161.3 and shall include eligible core courses and eligible Career, Technology, and Agricultural Education (CTAE) courses.

(e) **Eligible CTAE course** - all career, technical, and agricultural education courses which are aligned with the Georgia Department of Education's Career Clusters and Pathways programs and which are included in the eligible course list.

(f) **Eligible dual credit course** - a dual credit course which is included in the eligible course list and which is eligible for payment, with state funds, under these Programs subject to the following maximum credit hour caps:

1. Eligible high school students with 18 or fewer semester hours, or the equivalent amount of quarter hours, of dual credit courses funded by O.C.G.A. § 20-2-161.3 on or before June 30, 2020, shall be limited to a total of 30 semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses; and

2. Eligible high school students with 19 or more semester hours, or the equivalent amount of quarter hours, of dual credit courses funded by O.C.G.A. § 20-2-161.3 on or before June 30, 2020, shall be limited to 12 additional semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses.

(g) **Eligible High School** - any private or public secondary educational institution located within the State of Georgia and any home study program operated pursuant to O.C.G.A. § 20-2-690.

(h) **Eligible High School Student** - a student who is:

1. Entering or enrolled in eleventh or twelfth grade at an eligible high school taking any eligible dual credit course at any eligible postsecondary institution; or

2. Entering or enrolled in tenth grade at an eligible high school when such student:

   (i) Is enrolled in an eligible CTAE course at an institution within the Technical College System of Georgia;

   (ii) Has obtained prior to the beginning of the term of dual enrollment coursework an SAT or ACT test score that would meet the assessment requirements of a Zell Miller Scholar pursuant to O.C.G.A. § 20-3-519(27)(A)(i) and is taking eligible core courses at any eligible postsecondary institution; or

   (iii) Was enrolled as a ninth grader in one or more dual credit courses at an eligible postsecondary institution for which payment was made pursuant to O.C.G.A. § 20-2-161.3 on or before June 30, 2020.

(i) **Eligible Postsecondary Institution** - any eligible postsecondary institution as defined in O.C.G.A. § 20-3-519(7).

(j) **Georgia Department of Education** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(k) **Programs** - the arrangement authorized by O.C.G.A. §§ 20-2-161.3 and 20-2-149.2, also referred throughout this rule as Dual Enrollment Requirements for the Traditional High School Diploma and Dual Enrollment Requirements for the Accelerated Career Diploma respectively, whereby an eligible high school student takes one or more dual credit courses, including self-pay dual credit courses, with the goal of completing postsecondary credit and high school diploma requirements.

(l) **Self-Pay Dual Credit Course** - a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which, beginning with the 2021-2022

school year, the student receives secondary credit from his or her eligible high school and which is not funded using state funds.

(m) **Secondary Credit** - a high school credit for dual credit courses taken at or through an eligible postsecondary institution under the Programs.

(2) **REQUIREMENTS**

(a) An eligible high school student may apply to an eligible postsecondary institution to take one or more dual credit courses or self-pay dual credit courses at or through that postsecondary institution which are approved for secondary credit pursuant to O.C.G.A. § 20-2-161.3(f). If accepted at an eligible postsecondary institution, such eligible high school student may take any such approved dual credit course or self-pay dual credit course at or through that postsecondary institution, whether or not the course is taught during the regular eligible high school day and receive secondary credit therefor under the conditions provided in O.C.G.A. § 20-2-161.3.

(b) No later than the first day of February each year, each eligible high school shall provide information about the Programs, which shall include forms provided by the Georgia Department of Education, to all its eligible high school students. An eligible high school shall also provide counseling services to such students and their parents or guardians before the students enroll in the Programs. Prior to participating in the program, the student and the student's parent or guardian shall sign the form provided by the eligible high school or by an eligible postsecondary institution stating that they have received the counseling specified in this subsection and that they understand the responsibilities that shall be assumed in participating in the Programs.

1. Information and materials regarding the Programs shall be provided to each eighth grade public school student at the time the student is developing his or her individual graduation plan as required by O.C.G.A. § 20-2-327.

(c) In order to participate in the Programs, each eligible high school shall be required to execute a participation agreement as prescribed by the Commission.

(d) A participating eligible high school shall grant secondary credit to an eligible high school student enrolled in a dual credit course or self-pay dual credit course in an eligible postsecondary institution if such student successfully completes such course. The secondary credit granted shall be for a comparable required course; career, technical, and agricultural education course; or elective course. Upon completion of an eligible postsecondary institution's dual credit course or self-pay dual credit course, the eligible high school student shall be responsible for requesting that the eligible postsecondary institution notify such student's eligible high school regarding his or her grade in such course.

1. Secondary credits granted for eligible postsecondary institution dual credit or self-pay dual credit courses as provided in (2)(d) shall be counted by the eligible high school toward graduation requirements and subject area requirements of the eligible high school. Evidence of successful completion of each dual credit or self-pay dual credit course and secondary credits granted shall be included in the eligible high school student's secondary school records and transcripts.

2. Grades earned at an eligible postsecondary institution shall be included on the high school transcript and shall be used, by the eligible high school, to compute a student's grade point average.

3. Secondary credits granted at an eligible postsecondary institution shall be converted and transcribed on the eligible high school student's transcript.

   (i) Eligible postsecondary institution semester hour credit shall be converted to secondary credit as follows:

      (I) 1 to 2 semester hours = .5 secondary credit

      (II) 3 or more semester hours = 1 secondary credit

      (III) 1 to 3 quarter hour credits = .5 secondary credit

      (IV) 4 or more quarter hour credits = 1 secondary credit.

(e) A participating eligible high school shall be required to award a high school diploma to any eligible high school student who is enrolled at or through an eligible postsecondary institution under the Programs as long as the credit earned at or through such postsecondary institution satisfies course requirements needed for the eligible high school student to complete high school graduation.

(f) **Dual Enrollment Requirements for the Traditional High School Diploma**

1. An eligible high school student shall meet the following requirements, pursuant to O.C.G.A. § 20-2-161.3, in order to be awarded a high school diploma:

   (i) Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.

   (ii) Earns a secondary credit in State Board identified high school courses that culminate in a state administered end-of-course assessment in each of the following subject areas: English/language arts, Mathematics, Science and Social Studies. Eligible high school

students must participate in the appropriate end-of-course assessment.

(I) However, State Board of Education Rule 160-3-1-.07 TESTING PROGRAMS - STUDENT ASSESSMENT (2)(j)1 establishes certain exemptions from end-of-course assessments.

(iii) Earns one secondary credit in health and physical education.

(iv) Completes approved postsecondary courses that satisfy high school graduation requirements.

(v) Earns the requisite credits required by State Board of Education 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.

(g) **Dual Enrollment Requirements for the Accelerated Career Diploma**

1. An eligible high school student shall meet the following requirements, pursuant to O.C.G.A. § 20-2-149.2, in order to be awarded a high school diploma:

(i) Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.

(ii) Earns two secondary credits in state required ninth and tenth grade level high school courses or their equivalent: two English courses, two mathematics courses, two science courses, and two social studies courses; and any state required tests associated with any such course.

(I) Students pursuing a high school diploma according to the provisions of (2)(g) of this rule must successfully complete and pass the following courses and participate in the specified end-of-course assessments: Algebra I or Coordinate Algebra, American Literature and Composition, and Biology.

(II) Students entering the 9th grade in the 2022-2023 school year and beyond who pursue a high school diploma according to the provisions of (2)(g) of this rule must also successfully complete and pass both American Government and Personal Finance & Economics.

(iii) Earns one secondary credit in health and physical education.

(iv) Completes one of the following postsecondary requirements:

(I) An associate degree program; or

(II) A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or

(III) At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.

(v) A student who meets the requirements of sections (2)(g) 1. (i) through (iv) shall be deemed to have met all graduation requirements of the State Board of Education and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

(h) No local school system that receives funding under the Quality Basic Education Act shall exclude eligible high school students taking one or more dual credit courses pursuant to this Code section from eligibility determinations for valedictorian and salutatorian of a participating eligible high school; provided, however, that this shall not apply to a student who moves into the local school system after tenth grade and has not taken any courses on site at the participating eligible high school.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.34
Authority: O.C.G.A. §§ 20-2-149.2, 20-2-161.3.
History. Original Rule entitled "Postsecondary Options" adopted. F. May 20, 1993; eff. June 9, 1993.
Amended: F. Aug. 21, 1995; eff. Sept. 10, 1995.
Repealed: New Rule of same title adopted. F. Jul. 13, 1999; eff. Aug. 2, 1999.
Repealed: New Rule entitled "Dual and Joint Enrollment Programs" adopted. F. Apr. 20, 2005; eff. May 10, 2005.
Repealed: New Rule entitled "Dual Enrollment" adopted. F. Jan. 14, 2010; eff. Feb. 3, 2010.
Repealed: New Rule entitled "Dual Enrollment - Move On When Ready" adopted. F. July 14, 2016; eff. August 3, 2016.
Amended: F. Nov. 3, 2016; eff. Nov. 23, 2016.
Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.
Amended: New title "Dual Enrollment." F. June 13, 2019; eff. July 3, 2019.
Note: Correction of non-substantive typographical error in paragraph (1)(e), "**Eligible Postsecondary Institution -**

any eligible postsecondary institution as defined in. paragraph (7) of O.C.G.A § 20-3-519." corrected to "**Eligible Postsecondary Institution** - any eligible postsecondary institution as defined in paragraph (7) of O.C.G.A § 20-3-519.", as requested by the Agency. Effective July 29, 2019.
Amended: F. Mar. 25, 2021; eff. Apr. 14, 2021.
Amended: F. June 16, 2022; eff. July 6, 2022.
Amended: F. Feb. 16, 2023; eff. Mar. 8, 2023.

Rule 160-4-2-.35. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.35
Authority: O.C.G.A. Sec. 20-2-168.
History. Original Rule entitled "Summer Opportunity Program for Grades 4 - 8" adopted as ER. 160-4-2-0.10-.35. F. and eff. January 16, 1997, the date of adoption.
Amended: Permanent Rule of same title adopted. F. Mar. 20, 1997; eff. Apr. 9, 1997.
Repealed: F. Aug. 23, 2012; eff. Sept. 12, 2012.

Rule 160-4-2-.36. High School Graduation Requirements for Students Enrolling in the Ninth Grade in the 1995-96 School Year and Subsequent Years.

(1) **Purpose.** This rule specifies programs of study that shall be offered by local boards of educations and lists specific courses that meet core, required or elective credits for students. This rule becomes effective for students enrolling in the ninth-grade for the first time in the 1995-96 school year and for subsequent years.

(2) Definitions.

(a) Applied Mathematics I-a hands-on laboratory course defined by QCC objectives that utIlizes the content of units A, B, C, and 1-15, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(b) Applied Mathematics Il-a hands-on laboratory course defined by QCC objectives that utilizes the content of units 16-33, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(c) Carnegie Unit -one unit of credit awarded for a minimum of 150 clock hours of instruction.

(d) Carnegie unit, summer school-one unit of credit awarded for a minimum of 120 clock hours of instruction.

(e) College Preparatory (CP) Program-a program of study requiring 21 Carnegie units as specified by the Georgia Board of Education. Completion of this program is signified by a College Preparatory Diploma.

(f) Center for Occupational Research and Development (CORD)-a consortium of states, including Georgia, formed to develop educational materials in science and mathematics.

(g) Core course(c) for Carnegie unit credit-a course that may be selected to count as one of the 17 core Carnegie unit requirements for the College Preparatory (CP) Diploma or one of the 19 for the Vocational (V) Diploma.

(h) 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.

(i) Elective course(e)-a course that a student may select beyond the core requirements to fulfill the 21 Carnegie unit requirements for graduation.

(j) Joint enrollment-an arrangement between a local board of education and a regionally accredited postsecondary public or private institution wherein a student enrolls in postsecondary classes and earns Carnegie annates of credit that count toward high school graduation requirements and hours for postsecondary credit.

(k) Postsecondary Options - a joint enrollment program between public schools and public postsecondary institutions wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and postsecondary credit hours.

(l) Programs of study - The courses needed to complete the requirements for the Vocational (V) and/or the College Preparatory (CP) Diplomas.

(m) Required course (r) - a specific course that each student in a program of study shall pass to graduate from high school.

(n) Secondary School Credentials - documents awarded to students at the completion of the high school experience.

1. The College Preparatory or Vocational/Technical High School Diploma Credential - the document awarded to students certifying that they have satisfied attendance requirements, Carnegie unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment). When a student has satisfied the educational requirements for the Vocational/Technical and/or College Preparatory Program, the appropriate diploma(s) will be issued.

2. The High School Performance Certificate - the document awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

3. The Special Education Diploma - the document awarded to students with disabilities assigned to a special program who have not met the state assessment requirements referenced in 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 Program (IEP).

(o) Vocational (V) Program - a program of study requiring 21 Carnegie units as specified y the Georgia Board of Education. Completion of this program is signified by a Vocational Diploma.

(3) Requirements.

(a) Local boards of education shall provide secondary school curriculum, instructional delivery 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.

(b) Local boards of education shall base local graduation requirements on this rule, shall submit a copy of their locally adopted policy to the Georgia Department of Education and shall have on file a letter from the state superintendent of schools or designee stating that the local policy meets all state requirements.

(c) Each local board of education shall develop policies on postsecondary enrollment as referenced in Rule 160-4-2-.34 (Postsecondary Options) and for joint enrollment and early admission programs not included in 160-4-2-.34 (Postsecondary Options). The policies shall include the criteria for:

1. Nonvocational courses as follows:

(i) Minimum Scholastic Aptitude Test scores of 850 on combined verbal and mathematics sections;

(ii) Minimum cumulative high school grade point average of 3.0 in academic subjects;

(iii) Written verification by high school principal of student's eligibility and intended enrollment;

(iv) Written consent of parent or guardian (if the student is a minor);

(v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each seven and one-half (7.5) quarter hours or five (5) semester hours successfully completed by a student in an approved postsecondary course. Credit

for participation in fewer than seven and one-half (7.5) quarter hours or five (5) semester hours shall be determined by using the same ratio stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

2. Vocational courses as follows:

(i) Vocational courses offered in area vocational-technical schools or junior colleges;

(ii) Inclusion of vocational-technical school or junior college courses in which students are participating;

(iii) Written consent of parent or guardian (if the student is a minor);

(iv) Written verification by high school principal of student's eligibility and intended enrollment;

(v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each seven and one-half (7.5) quarter hours or five (5) semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than seven and one-half (7.5) quarter hours or five (5) semester hours shall be determined by using the same ratio stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

(d) Local boards of education shall require that:

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

2. Students who enroll in the ninth grade for the first time in the 1995-96 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 (Testing Programs - Student Assessment). Students who entered the ninth grade prior to 1993-94 and 1994-95 shall meet the requirements established in Rule 160-4-2-.06 (High School Graduation Requirements) and the assessment requirements in Rule 160-3-1-.07 (Testing Programs - Student

Assessment). Students who entered the ninth grade prior to 1993-94 shall meet the graduation requirements established in Rule 160-4-2-.30 (High School Graduation Requirements) and the assessment requirements in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

(e) Local boards of education shall include attendance, a passing score on the state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment) and Carnegie units of credit as requirements for graduating from any Georgia High School that receives public funds.

1. Attendance.

   (i) Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

2. State assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

   (i) Students shall meet state assessment requirements as referenced in Rule 160-3-1-.07 (Testing Programs - Student Assessment) to be eligible for a diploma.

   (ii) A student who has no means of written communication due to a severe physical disability shall not be required to take the writing portion of the state assessment requirement as specified in Rule 160-3-1-.07 (Testing Programs - Student Assessment).

3. CARNEGIE UNITS.

   (i) All state-supported high schools shall make available to all students the programs of study for the required College Preparatory and Vocational Diplomas.

   (ii) A course shall count only once for satisfying any Carnegie unit requirement for graduation. The same course cannot be used to satisfy a Carnegie unit requirement in more than one core area of study. See the following chart.

(iii)	CORE AREAS OF STUDY	CP	V
(I)	English Language Arts	4	4
(II)	Mathematics	3	3
(III)	Science	3	3
(IV)	Social Studies	3	3
(V)	Health and Physical Education	1	1

(VI)	Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign language	1	1
(VII)	Foreign Language	2	0
(VIII)	Vocational Diploma Units	0	4
(IX)	Locally required or elective units	4	2
(iv	TOTAL UNITS (MINIMUM)	21	21

4. REQUIRED/CORE/ELECTIVE CREDIT.

   (i) Carnegie unit credit for graduation shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC).

   (ii) Carnegie unit credit for core courses shall be awarded only for courses that include concepts and skills based on the QCC for grades 9-12. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core Carnegie unit credit.

   (iii) Either elective course credit or no course credit shall be awarded for courses in which instruction is based on the QCC for Grades K-8.

5. AREAS OF STUDY.

   (i) Courses that shall earn Carnegie unit credit in English/Language arts, mathematics, science, social studies, health/physical education, foreign languages, military science, music, visual arts, dance, drama, computer science, education, humanities, personal/interpersonal/social skills and vocational education are listed in Appendix A of this rule.

6. REQUIRED PROCEDURES FOR AWARDING CARNEGIE UNITS OF CREDIT.

   (i) A Carnegie unit of credit for graduation shall be awarded to students in grades 9-12 only for successful completion of courses of study based on a minimum of 150 clock hours of instruction provided during the regular school year or a minimum 120 clock hours of instruction in summer school.

(ii) Carnegie units of credit for graduation shall be awarded to high school students participating in any joint enrollment program using the ratio referenced in Rule 1604-2-.34 (Postsecondary Options).

(iii) Should a local board of education choose to grant Carnegie unit credit for learning that has occurred outside the 9-12 classroom, it shall use the following assessment procedures to award or exempt Carnegie unit credit in lieu of class enrollment: evaluation of the student's transcript for course equivalency and/or a proficiency test and or actual classroom performance to determine mastered prerequisite skills. Equivalency credit shall be shown on the transcript.

7. LOCAL AUTHORITIES AND RESPONSIBILITIES.

(i) local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to the following.

(I) A continuous guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities which prevent them from meeting the prescribed competency performance requirements.

APPENDIX A

COURSE NUMBERING SYSTEM LEGEND

This appendix contains the subject listings of all state-funded courses earning Carnegie unit credit for the College Preparatory (CP), and the Vocational(V) programs of study. Courses are numbered to provide consistency in curriculum offerings, reporting and record keeping throughout the state.

The technology to support this system will allow correlation with the nation's Classification of Instructional Programs (CIP) index. Major subject area designations such as General, Specific and Advanced correspond to designations used in the CIP. The designations DO NOT indicate programs of study or high school credentials.

The numbering system consists of nine numerical digits plus a decimal. The location of the decimal is after the first two numerical digits, with seven numerical digits to the right of the decimal.

2 1. 1 2 3 4 5 6 7

X X . X X X X X X X

The **two numerical digits** to the LEFT of the decimal designate the main subject area field.

EXAMPLES: 23.XXXXXXX = ENGLISH LANGUAGE ARTS

27.XXXXXXX = MATHEMATICS

07.XXXXXXX = BUSINESS ADMINISTRATION

The **first numerical digit** to the RIGHT of the decimal identifies the type of instruction.

EXAMPLE: 23.0XXXXXX = ENGLISH LANGUAGE ARTS -

REGULAR CLASSROOM

INSTRUCTION

The following is a list of the codes for the first numerical digit to the right of the decimal.

XX.0 0 = REGULAR

XX.1 1 = REMEDIAL

XX.2 2 = GIFTED

XX.3 3 = DISTANCE LEARNING

XX.4 4 = ONE-HOUR LAB

XX.5 5 = TWO-HOUR LAB

XX.6 6 = THREE-HOUR LAB

XX.7 7 = APPRENTICESHIP

XX.8 8 = SPECIAL EDUCATION (A COURSE

TAUGHT BY A SPECIAL EDUCATION

TEACHER AND RECEIVING

REGULAR COURSE CREDIT)

XX.9 9 = RESERVED FOR FUTURE STATE USE

The **second numerical digit** to the RIGHT of the decimal identifies the minor subject area.

EXAMPLE: 23. 06XXXXX = ENGLISH LANGUAGE ARTS

(9-12) LITERATURE, GENERAL

The **third numerical digit** to the RIGHT of the decimal identifies the specified course or subject.

EXAMPLE: 23. 061XXXX = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION

The **fourth numerical digit** to the RIGHT of the decimal further identifies the type course or subject.

EXAMPLE: 23. 0611XXX = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION

e.g.**, NINTH GRADE LITERATURE/**

COMPOSITION II

The **fifth numerical digit** to the RIGHT of the decimal is reserved for state use and to identify transferred course credit. When used to identify transferred credit, the legend below should be used.

23. 06100XX = RESERVED FOR STATE USE

23. 06101XX = RESERVED FOR STATE USE

23. 06102XX = RESERVED FOR STATE USE

23. 06103XX = CREDIT IN LIEU OF ENROLLMENT

23. 06104XX = JOINT ENROLLMENT POST-

SECONDARY OPTION CREDIT

23. 06105XX = JOINT ENROLLMENT PRIVATE

INSTITUTION CREDIT

23. 06106XX = OUT-OF-STATE PUBLIC SCHOOLS

CREDIT (ACCREDITED AND

23. 06107XX = PRIVATE SCHOOL(IN-STATE AND

OUT-OF STATE) CREDIT

(ACCREDITED AND NON

23. 06108XX = OUT OF U.S.A. CREDIT

23. 06109XX = HOME SCHOOL CREDIT

EXAMPLE: 23. 06719XX = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION **COURSE CREDIT**

TRANSFERRED FROM HOME SCHOOL

The **sixth and seventh numerical digits** to the RIGHT of the decimal are reserved for local system use. The two zeros (00) used as placeholders for the sixth and seventh digits should be replaced using local system codes.

EXAMPLE: 23. 0611000 = ENGLISH LANGUAGE ARTS,

(9-12) LITERATURE, GENERAL

NINTH GRADE LITERATURE/

COMPOSITION

NINTH GRADE LITERATURE/

COMPOSITION II

FIFTH DIGIT RESERVED FOR

STATE USE.

SIXTH AND SEVENTH DIGITS

RESERVED FOR LOCAL SCHOOL

SYSTEM USE.

SUMMARY OF NUMBERING SYSTEM

The course number system assigns seven digits for state use. The final two digits (the sixth and seventh to the right of the decimal) are assigned for local system use.

[X X . X X X X X] [X X]

STATE USE LOCAL

USE

EXAMPLE: 23.XXXXXXX = MAIN SUBJECT AREA ENGLISH

LANGUAGE ARTS

.0XXXXXX = TYPE OF INSTRUCTION

REGULAR

.X6XXXXX = MINOR SUBJECT AREA (9-12)

LITERATURE, GENERAL

.XX1XXXX = SPECIFIC COURSE OR SUBJECT

NINTH GRADE LITERATURE/

COMPOSITION

.XXX0XXX = IDENTIFIES TYPE OF COURSE OR

SUBJECT

.XXXX0XX = RESERVED FOR STATE USE:

TRANSFERRED CREDIT

.XXXXX00 = SIXTH AND SEVENTH SPACES FOR

LEA USE

Any student in the Vocational (V) or College Preparatory (CP) programs of study may select any course listed on the Matrix that follows. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They must be taken and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the 17 core Carnegie unit requirements for the CP or one of the 19 requirements for the V seal. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the 21 Carnegie unit requirements.

TYPE OF COURSE LEGEND

r = Required Course

c = Core Course

e = Elective Course

(I) COMPUTER AND OTHER INFORMATION SCIENCES.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Computer Technology for Core Area of Study VI--Computer Technology and/or Fine Arts and/or Vocational Education and/or JROTC and/or Foreign language for the College Preparatory (CP) and/or the Vocational (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

		CP	V
11.	**COMPUTER AND OTHER INFORMATION SCIENCES**		
11.01	Computer Science (9-12)		
11.011	Survey of Technology	c/e	c/e
11.012	Technology Applications	c/e	c/e
11.013	Introduction to Programming	c/e	c/e
11.014	Advanced Programming I	c/e	c/e
11.015	Advanced Programming II	c/e	c/e
11.016	Advanced Placement Computer Science A	c/e	c/e
11.017	Advanced Placement Computer Science, AB	c/e	c/e
13.01	Teacher Education, General		
13.012	Teaching As A Profession/Career	e	e

(II) EDUCATION.

Teacher education courses are designed to introduce and provide students with observation of and participation in the teaching/learning process and to encourage students to enter the teaching profession. Any of the courses may be used to satisfy elective unit requirements.

		CP	V
13.	**EDUCATION**		
13.01	Teacher Education, General		
13.011	Introduction to Teaching	e	e
13.012	Teaching As a Profession/Career	e	e

(III) ENGLISH LANGUAGE ARTS.

For the College Preparatory, and Vocational programs of study, at least one-half Carnegie unit of credit in American literature/composition shall be required. This course shall be taught a minimum of two quarters or one semester. All the courses that may satisfy the remaining Carnegie units of credit for a College Preparatory or Vocational program are identified with a "c." The other courses identified with an "e" are electives. Grammar/composition shall be a component of all courses and shall be integrated into the course study, not isolated.

		CP	V
23.	**ENGLISH LANGUAGE ARTS**		
23.02	ENGLISH LANGUAGE ARTS, HIGH SCHOOL (9-12) CLASSICS AND COMPARATIVE LITERATURE		
23.021	Mythology, (Greek, Roman, Norse)	e	e
23.022	Comparative Literature/Composition	c/e	c/e
23.03	ENGLISH LANGUAGE ARTS, (9-12), COMPOSITION, SPECIFIC		

23.031	Writer's Workshop	c/e	c/e
23.032	Journalism I	e	e
23.033	Journalism II	e	e
23.034	Advanced Composition	c/e	c/e
23.035	Journalism III	e	e
23.036	Journalism IV	e	e
23.04	ENGLISH LANGUAGE ARTS, (9-12) LINGUISTICS		
23.041	History of the English language	e	e
23.042	Oral/Written Communication (Speech)	e	c/e
23.043	Advanced Placement Language/ Composition	c/e	c/e
23.046	Speech/Forensics I	e	e
23.047	Speech/Forensics II	e	e
23.048	Speech/Forensics III	e	e
23.049	Speech/Forensics IV	e	e
23.05	ENGLISH LANGUAGE ARTS, (9-12) LITERATURE, AMERICAN AND BRITISH		
23.051	American Literature/Composition	r	r
23.052	English Literature/Composition	c/e	c/e
23.06	ENGLISH LANGUAGE ARTS, (9-12) LITERATURE, GENERAL		
23.061	Ninth Grade Literature/Composition	c/e	c/e
23.062	Tenth Grade Literature/Composition	c/e	c/e
23.063	World Literature/Composition	c/e	c/e
23.064	Literary Types/Composition	c/e	c/e
23.065	Advanced Placement Literature/ Composition	c/e	c/e
23.066	Contemporary Literature/Composition	c/e	c/e
23.067	Multicultural Literature/Composition	c/e	c/e
23.068	International Baccalaureate English 11	c/e	c/e
23.069	International Baccalaureate English 12	c/e	c/e
23.0611	International Baccalaureate Communication	c/e	c/e
23.07	ENGLISH LANGUAGE ARTS, (9-12), TECHNICAL AND BUSINESS WRITING		
23.471	Applied Communication Lab I	e	c/e
23.472	Applied Communication Lab II	e	c/e
23.08	ENGLISH LANGUAGE ARTS, (9-12) READING		
23.081	Communication Skills	e	c/e
23.082	Reading Enrichment	e	c/e
23.183	Basic Reading/Writing I	e	e
23.184	Basic Reading/Writing II	e	e
23.185	Basic Reading/Writing Ill	e	e
23.186	Basic Reading/Writing IV	e	e

23.09	ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)		
23.091	English ESOL I	e	e
23.092	English ESOL II	c	c
23.093	English ESOL III	c	c
23.094	English ESOL IV	c	c

(IV) MATHEMATICS.

For the College Preparatory (CP) programs of study, three Carnegie units of credit of approved mathematics must be earned during grades 9-12. The student record shall show credit or equivalency for each of the core courses of Mgebra I (27.061); Education Geometry (27.063) or Informal Geometry (27.062); and Algebra II (27.064). For the student who takes Applied Mathematics I (27.445) and Applied Mathematics II (27.446), the record shall show credit for Applied Mathematics I (27.445), Applied Mathematics II (27.446), Euclidean Geometry (27.063) OR Informal Geometry (27.062), and Algebra II (27.064). If the local board of education granting a diploma determines that equivalent training for any of these core courses has been received elsewhere, e.g., algebra in the middle-school grades, the student record shall show how each equivalency has been earned and for which QCC course(s). Each student must earn at least three CP core credits during grades 9-12. Equivalency credits are not counted as part of the three core credits. The list that follows indicates available additional core courses.

The Vocational (V) program requires that a student earn three Carnegie units of mathematics which shall include, as a minimum, Algebra I or its equivalent. To meet the requirements for Algebra I or its equivalent, a student shall earn a Carnegie unit in (1) Algebra I, OR (2) fundamentals of Algebra, OR (3) a locally developed course equivalent to Algebra I that has been approved by the Georgia Board of Education, OR (4) earn two Carnegie units by passing both Applied Mathematics I and II.

		CP	V
27.	**MATHEMATICS**		
27.03	MATHEMATICS, SECONDARY BASIC		
27.131	Basic Mathematics I	e	e
27.132	Basic Mathematics II	e	e
27.133	Basic Mathematics III	e	e
27.134	Basic Mathematics IV	e	e
27.04	MATHEMATICS, SECONDARY GENERAL		
27.041	General Mathematics I	e	c/e
27.042	General Mathematics II	e	c/e
27.043	General Mathematics III	e	c/e
27.044	General Mathematics IV	e	c/e
*	27.445	Applied Mathematics I	c/e c/e
*	27.446	Applied Mathematics II	c/e c/e

27.047	Pre-algebra	e	c/e
27.048	Fundamentals	e	c/e

*Successful completion of both Applied Mathematics I (27.445) and Applied Mathematics II (27.446) shall satisfy the Algebra I college preparatory requirement if the student subsequently completes successfully Algebra II (27.064) and either Informal Geometry (27.062) or Euclidean Geometry (27.063).

27.05	STATISTICS		
27.051	Statistics	c/e	c/e
27.052	Quantitative Literacy	e	c/e
27.06	COLLEGE PREPARATORY MATHEMATICS		
27.061	Algebra I	c/e	c/e
27.062	Informal Geometry	c/e	c/e
or			
27.063	Euclidean Geometry	c/e	c/e
27.064	Algebra II	c/e	c/e
27.065	Advanced Algebra and Trigonometry	c/e	c/e
27.066	Senior Mathematics	c/e	c/e
27.067	Analysis	c/e	c/e
27.068	Computer Mathematics	c/e	e/e
27.069	Discrete Mathematics	c/e	c/e
27.0611	Pre-Calculus	c/e	c/e
27.0612	International Baccalaureate Mathematics	c/e	c/e
27.07	MATHEMATICS, ADVANCED		
27.071	Calculus	c/e	c/e
27.072	Advanced Placement Calculus AB	c/e	c/e
27.073	Advanced Placement Calculus BC	c/e	c/e

(V) SCIENCE.

Students receiving The College Preparatory (CP) and/or the Vocational (V) Diploma(s) shall earn three (3) Carnegie units in science.

Students earning the College Preparatory (CP) diploma shall select one of four options. Option I is the preferred option for the College Preparatory diploma. Science courses that meet the science requirement for graduation shall be year-long courses with the exception of the third Carnegie unit. Year-long courses or two semester courses or three quarter courses may be used to earn the third Carnegie unit in Option IV.

OPTIONS: College Preparatory (CP) Diploma

Biology 26.412 or 26.414(AP)

I. Chemistry 40.451 or 40.453(AP)

Physics 40.481, 40.482, 40.483(AP), or 40.484(AP)

Physical Science 40.011/40.411

II. Biology 26.412 or 26.414(AP)

Chemistry 40.451 or 40.453(AP)

III. Physical Science 40.011/40.411

Biology 26.412 or 26.414(AP)

Physics 40.481, 40.482, 40.483(AP), or 40.484(AP)

Physical Science 40.011/40.411

IV. Biology 26.412 or 26.414(AP)

One other laboratory science Carnegie unit (excluding the Applied Curricula).

Students earning the Vocational (V) diploma shall meet there requirements for College Preparatory (CP) diploma or shall pass Physical Science or Principles of Technology; Biology (or AP Biology) or Applied Biology/Chemistry; and one other Carnegie unit in science.

OPTIONS: VOCATIONAL (V) DIPLOMA

Physical Science 40.011 or 40.411

V. Biology 26.012 or 26.412 or 26.414(AP)

One other science Carnegie unit

Principles of Technology 40.412

VI. Biology 26.012 or 26.412 or 26.414(AP)

One other science Carnegie unit

Physical Science 40.011 or 40.411

VII. Applied Biology/Chem I 26.416

One other science Carnegie unit

Principles of Technology 40.412

VIII. Applied Biology/Chem 26.416

One other science Carnegie unit

Science courses that meet the science requirement for graduation shall be year-long courses with the exception of the third Carnegie unit. Year-long courses or two semester courses or three quarter courses may be used to earn the third Carnegie unit in science in Options IV-VIII.

Beginning in fall 1997, all courses meeting the science requirements for graduation must be laboratory-based. Prior to 1997, at least two courses shall be laboratory-based.

CP		V	
26.	**LIFE SCIENCES**		
26.01	BIOLOGY, GENERAL		
26.012	Biology I	c/e	c/e
26.013	Biology II	c/e	c/e
26.414	Advanced Placement Biology (9-12)	c/e	c/e
26.015	Genetics	c/e	c/e
26.416	Applied Biology/Chemistry I	e	c/e
26.417	Applied Biology/Chemistry II (9-12)	e	c/e
26.418	International Baccalaureate Biology	c/e	c/e
26.03	BOTANY		
26.031	Botany	c/e	c/e
26.05	MICROBIOLOGY		
26.051	Microbiology	c/e	c/e
26.06	OTHER SPECIALIZED AREAS, LIFE SCIENCES		
26.061	Ecology	c/e	c/e
26.07	ZOOLOGY		
26.071	Zoology	c/e	c/e
26.072	Entomology	c/e	c/e
26.073	Human Anatomy/Physiology	c/e	c/e
40.	**PHYSICAL SCIENCE**		
40.01	PHYSICAL SCIENCES, GENERAL		
40.011	Physical Science	c/e	c/e
40.012	Principles of Technology I	e	c/e
40.013	Principles of Technology II	e	c/e
40.02	ASTRONOMY		
40.021	Astronomy	c/e	c/e

40.04 ATMOSPHERIC SCIENCES AND METEOROLOGY

40.041	Meterology	c/e c/e
40.05	CHEMISTRY	
40.051	Chemistry I	c/e c/e
40.052	Chemistry II	c/e c/e
40.053	Advanced Placement Chemistry	c/e c/e
40.06	GEOLOGICAL SCIENCES	
40.062	Earth Science	c/e c/e
40.063	Geology	c/e c/e
40.07	OTHER PHYSICAL SCIENCES	
40.071	Oceanography	c/e c/e
40.072	Science, Technology and Society	c/e c/e
40.08	PHYSICS	
40.081	Physics I	c/e c/e
40.082	Physics II	c/e c/e
40.083	Advanced Placement Physics: B	c/e c/e
40.084	Advanced Placement Physics: C Electricity, Magnetism and Mechanics	c/e c/e

(VI) PERSONAL, INTERPERSONAL AND SOCIAL SKILLS.

CP	V	
35.	**PERSONAL, INTERPERSONAL AND SOCIAL SKILLS**	
35.04	PEER FACILITATION	
35.041	Peer Facilitation I	e e
35.042	Peer Facilitation II	e e
35.043	Peer Facilitation III	e e
35.044	Peer Facilitation IV	e e
35.05	SOCIAL SKILLS	
35.051	Social Skills I	e e
35.052	Social Skills II	e e
35.053	Social SkIlls III	e e
35.054	Social Skills IV	e e
35.06	STUDY SKILLS	
35.061	Study Skills I	e e
35.062	Study Skills II	e e
35.063	Study Skills III	e e
35.064	Study Skills IV	e e
35.07	CAREER PREPARATION	

35.071	Career Prep I	e	e
35.072	Career Prep II	e	e
35.08	WORK STUDY		
35.081	Work Study I	e	e
35.082	Work Study II	e	e
35.083	Work Study III	e	e
35.084	Work Study IV	e	e

(VII) HUMANITIES.

		CP	V
44.	**HUMANITIES**		
44.00	HUMANITIES, SECONDARY (9-12)		
44.001	Humanities (9-12)	e	e

(VIII) SOCIAL SCIENCES.

Three Carnegie units of credit shall be required in social studies for the Vocational (V) and the College Preparatory (CP) diploma(s). One Carnegie unit shall be required in United States History. One Carnegie unit shall be required from the world studies area, e.g., world history or world geography. World history shall be required for the College Preparatory Diploma. One quarter or one semester of citizenship education (government) shall be required. One quarter or one semester of Principles of Economics/Business/Free Enterprise shall be required. Systems organized on the quarter system shall add one other one-quarter social studies course from the political science/government area (45.054, 45.055, 45.056) or from the economics area (45.062, 45.063, 45.064) or from the international relations area (45.091, 45.092) to the Citizenship Education and Principles of Economics/Business/Free Enterprise courses to complete the Carnegie unit requirements.

		CP	V
45.	**SOCIAL SCIENCES**		
45.01	SOCIAL SCIENCE, SECONDARY GENERAL		
45.011	Comparative Religions	e	e
45.012	Current issues	e	e
45.013	Technology and Society	e	e
45.014	The Humanities/Social Studies	e	e
45.015	Psychology	e	e
45.016	Advanced Placement Psychology	e	e
45.02	ANTHROPOLOGY		
45.021	Anthropology	e	e
45.03	SOCIOLOGY		

45.031	Sociology	e	e
45.032	Ethnic Studies	e	e
45.05	POLITICAL SCIENCE AND GOVERNMENT		
45.051	Citizenship Education (Government)	r	r
or			
45.052	Advanced Placement Government/ Politics: United States	r	r
or			
45.053	Advanced Placement Government/ Politics: Comparative	r	r
45.054	American Political Behavior	c/e	c/e
45.055	Constitutional Theory	c/e	c/e
45.056	The Individual and the Law	c/e	c/e
45.06	ECONOMICS		
45.061	Economics/Business/Free Enterprise	r	r
or			
45.062	Advanced Placement Economics Macroeconomics	r	r
or			
45.063	Advanced Placement Microeconomics	r	r
45.064	Comparative Political/Economic Systems	c/e	c/e
45.065	International Baccalaureate Economics	c/e	c/e
45.07	GEOGRAPHY		
45.071	World Geography	e	c/e
45.072	Asian Studies	e	e
45.073	Latin American Studies	e	e
45.074	Middle Eastern Studies	e	e
45.075	Sub-Saharan Studies	e	e
45.076	Local Area Studies/Geography	e	e
45.08	HISTORY		
45.081	United States History	r	r
or			
45.082	Advanced Placement United States History	r	r
45.083	World History	r	c/e
45.084	Advanced Placement European History	e	e
45.085	The History of Technology	e	e
45.086	Local Area Studies/History	e	e
45.087	International Baccalaureate History of the Americas	c/e	c/e
45.09	INTERNATIONAL RELATIONS		
45.091	United States and World Affairs	c/e	c/e
45.092	World Area Studies	c/e	c/e

45.093	International Baccalaureate Internship	c/e	c/e
45.094	International Baccalaureate Theory of Knowledge	c/e	c/e

(IX) HEALTH AND PHYSICAL EDUCATION.

For all programs of study, one Carnegie unit of health and physical education is required. Students shall combine two semesters or three quarters of the following courses to satisfy this requirement.

CP		V	
17.011	Health	r	r
36.041	Personal Fitness (9-12)	c/e	c/e
or			
36.051	Advanced Personal Fitness	c/e	c/e
17.	**HEALTH EDUCATION**		
17.01	HEALTH EDUCATION, SECONDARY		
17.011	Health (9-12)	r	r

The following health and physical education courses may be taken as electives for all programs of study. Courses in physical education shall be taken to enhance life long fitness and physical activities rather than development of athletic performance.

CP		V	
17.012	Mental/Social Health (9-12)	e	e
17.013	First Aid and Safety	e	e
17.014	Driver Education	e	e
17.015	Family Living	e	e
36.	**PHYSICAL EDUCATION**		
36.01	PHYSICAL EDUCATION, SECONDARY, GENERAL		
36.011	General Physical Education I	e	e
36.012	General Physical Education II	e	e
36.013	General Physical Education III	e	e
36.014	General Physical Education IV	e	e
36.015	Principals of Athletic Training/Sports Medicine	e	e
36.016	Theory in Physical Education	e	e
36.02	PHYSICAL EDUCATION, SECONDARY, INTRODUCTORY SPORTS		
36.021	Introductory Team Sports	e	e
36.022	Introductory Lifetime Sports	e	e
36.023	Introductory Track and Field	e	e
36.024	Introductory Aquatics/Water Sports	e	e

36.025	Introductory Outdoor Education	e	e
36.026	Introductory Rhythmics and Dance	e	e
36.027	Introductory Recreational Games	e	e
36.028	Introductory Gymnastics, Stunts and Tumbling	e	e
36.029	Introductory Self-Defense	e	e
36.03	PHYSICAL EDUCATION, SECONDARY, INTERMEDIATE SPORTS		
36.031	Intermediate Team Sports	e	e
36.032	Intermediate Lifetime Sports	e	e
36.033	Intermediate Track and Field	e	e
36.034	Intermediate Aquatics/Water Sports	e	e
36.035	Intermediate Outdoor Education	e	e
36.036	Intermediate Rhythmics and Dance	e	e
36.037	Intermediate Recreational Games	e	e
36.038	Intermediate Gymnastics, Stunts and Tumbling	e	e
36.039	Intermediate Self-Defense	e	e
36.04	PHYSICAL EDUCATION, SECONDARY, ADVANCED SPORTS		
36.041	Advanced Team Sports	e	e
36.042	Advanced Lifetime Sports	e	e
36.043	Advanced Track and Field	e	e
36.044	Advanced Aquatics/Water Sports	e	e
36.045	Advanced Outdoor Education	e	e
36.046	Advanced Rhythmics and Dance	e	e
36.047	Advanced Recreational Games	e	e
36.048	Advanced Gymnastics, Stunts and Tumbling	e	e
36.049	Advanced Self-Defense	e	e
36.05	PHYSICAL EDUCATION, SECONDARY, PERSONAL FITNESS AND CONDITIONING		
36.051	Personal Fitness	c/e	c/e
36.052	Physical Conditioning	e	e
36.053	Aerobic Dance	e	e
36.054	Weight Training	e	e
36.055	Exercise and Weight Control	e	e
36.056	Body Sculpting	e	e
36.057	Intermediate Aerobic Dance	e	e
36.06	PHYSICAL EDUCATION, SECONDARY ADVANCED PERSONAL FITNESS AND CONDITIONING		
36.061	Advanced Personal Fitness	c/e	c/e
36.062	Advanced Physical Conditioning	e	e

36.063	Advanced Aerobic Dance	e	e
36.064	Advanced Weight Training	e	e
36.065	Advanced Exercise and Weight Control	e	e
36.066	Advanced Body Sculpting	e	e
36.07	PHYSICAL EDUCATION, SECONDARY, ADAPTIVE		
36.071	Adapted Physical Education I	e	e
36.072	Adapted Physical Education II	e	e
36.073	Adapted Physical Education III	e	e
36.074	Adapted Physical Education IV	e	e

(X) FOREIGN LANGUAGES.

Two Carnegie units of the same foreign language shall be required for the College Preparatory (CP) program of study in grades 9-12. Students whose native language is not English may be considered to have met the foreign language requirement 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. Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in foreign language for Core Area of Study VI: Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the College Preparatory (CP) and/or the Vocational Endorsement (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

For a student who is hearing impaired, American Sign Language may be taken as an elective or as a core course to fulfill the requirements of the College Preparatory Diploma. If American Sign Language is to be used to fulfill the college preparatory requirement of two years of the same foreign language, adherence to the requirements in the following paragraph is required.

For the purpose of fulfilling the foreign language requirement for a College Preparatory Diploma, a demonstrated proficiency in American Sign Language shall be accepted as a foreign language if it is determined that a deaf student has a hearing loss which significantly impacts upon a student's ability to learn a foreign language. The Individualized Education Program (IEP) Committee shall determine if American Sign Language is to be substituted for the foreign language requirement. The IEP Committee shall state in the Individual Education Program that American Sign Language is substituting for the foreign language and that two years of the American Sign Language must be taken to complete the requirement.

For students who are not hearing impaired, American Sign Language may be taken for one unit of elective credit or for the third unit of foreign language credit.

		CP	V
60.	**ROMANCE LANGUAGES**		
60.01	HIGH SCHOOL FRENCH		

60.011	French I	c/e	c/e
60.012	French II	c/e	c/e
60.013	French III	c/e	c/e
60.014	French IV	c/e	c/e
60.015	French V	c/e	c/e
60.016	French VI	c/e	c/e
60.017	Advanced Placement French/Language	c/e	c/e
60.018	Advanced Placement French/Literature	c/e	c/e
60.019	French VII	c/e	c/e
60.0111	French VIII	c/e	c/e
60.0112	Imternational Baccalaureate French	c/e	c/e
60.03	HIGH SCHOOL ITALIAN		
60.031	Italian I	c/e	c/e
60.032	Italian II	c/e	c/e
60.033	Italian III	c/e	c/e
60.034	Italian IV	c/e	c/e
60.035	Italian V	c/e	c/e
60.05	HIGH SCHOOL PORTUGUESE		
60.051	Portuguese I	c/e	c/e
60.052	Portuguese II	c/e	c/e
60.053	Portuguese Ill	c/e	c/e
60.054	Portuguese IV	c/e	c/e
60.055	Portuguese V	c/e	c/e
60.07	HIGH SCHOOL SPANISH		
60.071	Spanish I	c/e	c/e
60.072	Spanish II	c/e	c/e
60.073	Spanish III	c/e	c/e
60.074	Spanish IV	c/e	c/e
60.075	Spanish V	c/e	c/e
60.076	Spanish VI	c/e	c/e
60.077	Advanced Placement Spanish: Language	c/e	c/e
60.078	Advanced Placement Spanish: Literature	c/e	c/e
60.079	Spanish for Native Spanish Speakers	c/e	c/e
60.0711	Spanish VII	c/e	c/e
60.0712	Spanish VIII	c/e	c/e
60.0713	International Baccalaureate Spanish	c/e	c/e
61.	**GERMANIC, SLAVIC AND CLASSICAL LANGUAGES**		
61.01	HIGH SCHOOL GERMAN		

61.011	German I	c/e	c/e
61.012	German II	c/e	c/e
61.013	German II	c/e	c/e
61.014	German IV	c/e	c/e
61.015	German V	c/e	c/e
61.016	German VI	c/e	c/e
61.017	Advanced Placement German: Language	c/e	c/e
61.018	German VII	c/e	c/e
61.019	German VIII	c/e	c/e
61.0111	Magnet German World Studies Seminar	c/e	c/e
61.02	HIGH SCHOOL GREEK (CLASSICAL)		
61.021	Greek (Classical) I	c/e	c/e
61.022	Greek (Classical) II	c/e	c/e
61.023	Greek (Classical) III	c/e	c/e
61.024	Greek (Classical) IV	c/e	c/e
61.025	Greek (Classical) V	c/e	c/e
61.04	HIGH SCHOOL LATIN		
61.041	Latin I	c/e	c/e
61.042	Latin II	c/e	c/e
61.043	Latin III	c/e	c/e
61.044	Latin IV	c/e	c/e
61.045	Latin V	c/e	c/e
61.046	Latin VI	c/e	c/e
61.047	Advanced Placement Latin: Vergil	c/e	c/e
61.048	Advanced Placement Latin: Literature	c/e	c/e
61.049	Latin VII	c/e	c/e
61.0411	Latin VIII	c/e	c/e
61.01	HIGH SCHOOL RUSSIAN		
61.061	Russian I	c/e	c/e
61.062	Russian II	c/e	c/e
61.063	Russian III	c/e	c/e
61.064	Russian IV	c/e	c/e
61.065	Russian V	c/e	c/e
61.066	Russian VI	c/e	c/e
61.067	Russian VII	c/e	c/e
61.068	Russian VIII	c/e	c/e
62.	**ASIAN LANGUAGES**		
62.01	HIGH SCHOOL CHINESE		

62.011	Chinese I	c/e	c/e
62.012	Chinese II	c/e	c/e
62.013	Chinese III	c/e	c/e
62.014	Chinese IV	c/e	c/e
62.015	Chinese V	c/e	c/e
62.016	Chinese VI	c/e	c/e
62.017	Chinese VII	c/e	c/e
62.018	Chinese VIII	c/e	c/e
62.019	International Baccalaureate Chinese	c/e	c/e
62.03	HIGH SCHOOL JAPANESE		
62.031	Japanese I	c/e	c/e
62.032	Japanese II	c/e	c/e
62.033	Japanese III	c/e	c/e
62.034	Japanese IV	c/e	c/e
62.035	Japanese V	c/e	c/e
62.036	Japanese VI	c/e	c/e
62.037	Japanese VII	c/e	c/e
62.038	Japanese VIII	c/e	c/e
62.05	HIGH SCHOOL KOREAN		
62.051	Korean I	c/e	c/e
62.052	Korean II	c/e	c/e
62.053	Korean III	c/e	c/e
62.054	Korean IV	c/e	c/e
62.055	Korean V	c/e	c/e
63.	**AFRICAN AND SEMITIC LANGUAGES**		
63.01	HIGH SCHOOL ARABIC		
63.011	Arabic I	c/e	c/e
63.012	Arabic II	c/e	c/e
63.013	Arabic III	c/e	c/e
63.014	Arabic IV	c/e	c/e
63.015	Arabic V	c/e	c/e
63.016	Arabic VI	c/e	c/e
63.017	International Baccalaureate Arabic	c/e	c/e
63.03	HIGH SCHOOL HEBREW		
63.031	Hebrew I	c/e	c/e
63.032	Hebrew II	c/e	c/e
63.033	Hebrew III	c/e	c/e
63.034	Hebrew IV	c/e	c/e

63.05	HIGH SCHOOL SWAHILI		
63.051	Swahili I	c/e	c/e
63.052	Swahili II	c/e	c/e
63.053	Swahili III	c/e	c/e
63.054	Swahili IV	c/e	c/e
63.055	Swahili V	c/e	c/e
64.	**AMERICAN SIGN LANGUAGE**		
64.01	HIGH SCHOOL AMERICAN SIGN LANGUAGE FOR HEARING IMPAIRED STUDENTS		
64.011	American Sign Language I	c/e	c/e
64.012	American Sign Language II	c/e	c/e
64.013	American Sign Language III	c/e	c/e
64.014	American Sign Language IV	c/e	c/e
64.015	American Sign Language V	c/e	c/e
64.016	American Sign Language VI	c/e	c/e
64.02	AMERICAN SIGN LANGUAGE FOR NON-HEARING IMPAIRED STUDENTS		
64.021	American Sign Language I	e	e
64.022	American Sign Language II	e	e
64.023	American Sign Language Ill	e	e
64.024	American Sign Language IV	e	e

(XI) MILITARY SCIENCE.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in JROTC for Core Area of Study VI-Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for College Preparatory (CP) and/or the Vocational (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

		CP	V
28.	**MILITARY SCIENCE**		
28.01	JROTC/AIR FORCE		
28.011	JROTC Air Force I	c/e	c/e
28.012	JROTC Air Force II	c/e	c/e
28.013	JROTC Air Force III	c/e	c/e
28.014	JROTC Air Force IV	c/e	c/e
28.02	JROTC/NAVY		
28.021	JROTC Navy I	c/e	c/e
28.022	JROTC Navy II	c/e	c/e

28.023	JROTC Navy III	c/e c/e
28.024	JROTC Navy IV	c/e c/e
28.03	JROTC/ARMY	
28.031	JROTC Army I	c/e c/e
28.032	JROTC Army II	c/e c/e
28.033	JROTC Army III	c/e c/e
28.034	JROTC Army IV	c/e c/e
28.04	JROTC/MARINES	
28.041	JROTC Marines I	c/e c/e
28.042	JROTC Marines II	c/e c/e
28.043	JROTC Marines III	c/e c/e
28.044	JROTC Marines IV	c/e c/e

(XII) MUSIC.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/Music for Core Area of Study VI: Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign language for the College Preparatory (CP) and/or the Vocational (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CP		V
53.	**MUSIC**	
53.01	MUSIC APPRECIATION, GENERAL	
53.014	Music Appreciation I	c/e c/e
53.015	Music Appreciation II	c/e c/e
53.016	Music Appreciation III	c/e c/e
53.017	Music Appreciation IV	c/e c/e
53.02	MUSIC, SECONDARY GENERAL	
53.021	Music Theory and Composition I	c/e c/e
53.022	Music Theory and Composition II	
53.023	Advanced Placement Music Theory	c/e c/e
53.024	Music History and Literature I	c/e c/e
53.025	Music History and Literature II	c/e c/e
53.026	Contemporary Music Studies: Ethnic and Folk	c/e c/e
53.03	MUSIC, BAND	
53.0361	Beginning Band I	c/e c/e
53.0362	Beginning Band II	c/e c/e
53.0363	Beginning Band Ill	c/e c/e

53.0364	Beginning Band IV	c/e c/e
53.0371	Intermediate Band I	c/e c/e
53.0372	Intermediate Band II	c/e c/e
53.0373	Intermediate Band III	c/e c/e
53.0374	Intermediate Band IV	c/e c/e
53.0381	Advanced Band I	c/e c/e
53.0382	Advanced Band II	c/e c/e
53.0383	Advanced Band III	c/e c/e
53.0384	Advanced Band IV	c/e c/e
53.05	MUSIC, ORCHESTRA	
53.0561	Beginning Orchestra I	c/e c/e
53.0562	Beginning Orchestra II	c/e c/e
53.0563	Beginning Orchestra III	c/e c/e
53.0564	Beginning Orchestra IV	c/e c/e
53.0571	Intermediate Orchestra I	c/e c/e
53.0572	Intermediate Orchestra II	c/e c/e
53.0573	Intermediate Orchestra III	c/e c/e
53.0574	Intermediate Orchestra IV	c/e c/e
53.0581	Advanced Orchestra I	c/e c/e
53.0582	Advanced Orchestra II	c/e c/e
53.0583	Advanced Orchestra III	c/e c/e
53.0584	Advanced Orchestra IV	c/e c/e
53.06	MUSIC, ETHNIC AND FOLK	
53.0641	Beginning Jazz I	c/e c/e
53.0642	Beginning Jazz II	c/e c/e
53.0643	Beginning Jazz III	c/e c/e
53.0644	Beginning Jazz IV	c/e c/e
53.0651	Intermediate Jazz I	c/e c/e
53.0652	Intermediate Jazz II	c/e c/e
53.0653	Intermediate Jazz Ill	c/e c/e
53.0654	Intermediate Jazz IV	c/e c/e
53.0661	Advanced Jazz I	c/e c/e
53.0662	Advanced Jazz II	c/e c/e
53.0663	Advanced Jazz III	c/e c/e
53.0664	Advanced Jazz IV	c/e c/e
53.0671	African-American Music Studies I	c/e c/e
53.0672	African-American Music Studies II	c/e c/e
53.0673	African-American Music Studies III	c/e c/e

53.0674	African-American Music Studies IV	c/e c/e
53.0681	American Folk Music Studies I	c/e c/e
53.0682	American Folk Music Studies II	c/e c/e
53.0683	American Folk Music Studies III	c/e c/e
53.0684	American Folk Music Studies IV	c/e c/e
53.0691	Ethnic Music Studies I	c/e c/e
53.0692	Ethnic Music Studies II	c/e c/e
53.0693	Ethnic Music Studies III	c/e c/e
53.0694	Ethnic Music Studies IV	c/e c/e
53.07	MUSIC, CHAMBER ENSEMBLES, SECONDARY	
53.0711	Beginning Choral Ensemble I	c/e c/e
53.0712	Beginning Choral Ensemble II	c/e c/e
53.0713	Beginning Choral Ensemble Ill	c/e c/e
53.0714	Beginning Choral Ensemble IV	c/e c/e
53.0721	Intermediate Choral Ensemble I	c/e c/e
53.0722	Intermediate Choral Ensemble II	c/e c/e
53.0723	Intermediate Choral Ensemble III	c/e c/e
53.0724	Intermediate Choral Ensemble IV	c/e c/e
53.0731	Advanced Choral Ensemble I	c/e c/e
53.0732	Advanced Choral Ensemble II	c/e c/e
53.0733	Advanced Choral Ensemble III	c/e c/e
53.0734	Advanced Choral Ensemble IV	c/e c/e
53.0741	Beginning Instrumental Ensemble I	c/e c/e
53.0742	Beginning Instrumental Ensemble II	c/e c/e
53.0743	Beginning Instrumental Ensemble III	c/e c/e
53.0744	Beginning Instrumental Ensemble IV	c/e c/e
53.0751	Intermediate Instrumental Ensemble I	c/e c/e
53.0752	Intermediate Instrumental Ensemble II	c/e c/e
53.0753	Intermediate Instrumental Ensemble III	c/e c/e
53.0754	Intermediate Instrumental Ensemble IV	c/e c/e
53.0761	Advanced Instrumental Ensemble I	c/e c/e
53.0762	Advanced Instrumental Ensemble II	c/e c/e
53.0763	Advanced Instrumental Ensemble III	c/e c/e
53.0764	Advanced Instrumental Ensemble IV	c/e c/e
53.08	MUSIC, GUITAR STUDIES	
53.0841	Beginning Guitar I	c/e c/e
53.0842	Beginning Guitar II	c/e c/e
53.0843	Beginning Guitar III	c/e c/e

53.0844	Beginning Guitar IV	c/e c/e
53.0851	Intermediate Guitar I	c/e c/e
53.0852	Intermediate Guitar II	c/e c/e
53.0853	Intermediate Guitar Ill	c/e c/e
53.0854	Intermediate Guitar IV	c/e c/e
53.0861	Advanced Guitar I	c/e c/e
53.0862	Advanced Guitar II	c/e c/e
53.0863	Advanced Guitar III	c/e c/e
53.0864	Advanced Guitar IV	c/e c/e
53.09	MUSIC, KEYBOARD STUDIES	
53.0941	Beginning Keyboard I	c/e c/e
53.0942	Beginning Keyboard II	c/e c/e
53.0943	Beginning Keyboard Ill	c/e c/e
53.0944	Beginning Keyboard IV	c/e c/e
53.0951	Intermediate Keyboard I	c/e c/e
53.0952	Intermediate Keyboard II	c/e c/e
53.0953	Intermediate Keyboard III	c/e c/e
53.0954	Intermediate Keyboard IV	c/e c/e
53.0961	Advanced Keyboard I	c/e c/e
53.0962	Advanced Keyboard II	c/e c/e
53.0963	Advanced Keyboard III	c/e c/e
53.0964	Advanced Keyboard IV	c/e c/e
54.	**CHORUS**	
54.0211	Beginning Mixed Chorus I	c/e c/e
54.0212	Beginnig Mixed Chorus II	c/e c/e
54.0213	Beginning Mixed Chorus III	c/e c/e
54.0214	Beginning Mixed Chorus IV	c/e c/e
54.0221	Intermediate Mixed Chorus I	c/e c/e
54.0222	Intermediate Mixed Chorus II	c/e c/e
54.0223	Intermediate Mixed Chorus III	c/e c/e
54.0224	Intermediate Mixed Chorus IV	c/e c/e
54.0231	Advanced Mixed Chorus I	c/e c/e
54.0232	Advanced Mixed Chorus II	c/e c/e
54.0233	Advanced Mixed Chorus III	c/e c/e
54.0234	Advanced Mixed Chorus IV	c/e c/e
54.0241	Beginning Women's Chorus I	c/e c/e
54.0242	Beginning Women's Chorus II	c/e c/e
54.0243	Beginning Women's Chorus III	c/e c/e

54.0244	Beginning Women's Chorus IV	c/e	c/e
54.0251	Intermediate Women's Chorus I	c/e	c/e
54.0252	Intermediate Women's Chorus II	c/e	c/e
54.0253	Intermediate Women's Chorus III	c/e	c/e
54.0254	Intermediate Women's Chorus IV	c/e	c/e
54.0261	Advanced Women's Chorus I	c/e	c/e
54.0262	Advanced Women's Chorus II	c/e	c/e
54.0263	Advanced Women's Chorus III	c/e	c/e
54.0264	Advanced Women's Chorus IV	c/e	c/e
54.0271	Beginning Men's Chorus I	c/e	c/e
54.0272	Beginning Men's Chorus II	c/e	c/e
54.0273	Beginning Men's Chorus Ill	c/e	c/e
54.0274	Beginning Men's Chorus IV	c/e	c/e
54.0281	Intermediate Men's Chorus I	c/e	c/e
54.0282	Intermediate Men's Chorus II	c/e	c/e
54.0283	Intermediate Men's Chorus III	c/e	c/e
54.0284	Intermediate Men's Chorus IV	c/e	c/e
54.0291	Advanced Men's Chorus I	c/e	c/e
54.0292	Advanced Men's Chorus II	c/e	c/e
54.0293	Advanced Men's Chorus III	c/e	c/e
54.0294	Advanced Men's Chorus IV	c/e	c/e

(XIII) VISUAL ARTS.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Visual Arts for Core Area of Study VI: Computer Technology and/or Fine Arts and/or Vocational Education and /or Junior ROTC and/or Foreign Language for the College Preparatory (CP) and/or the Vocational (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

		CP	V
50.	**VISUAL ARTS**		
50.02.	VISUAL ARTS/COMPREHENSIVE (9-12)		
50.0211	Visual Arts/Comprehensive I (9-12)	c/e	c/e
50.0212	Visual Arts/Comprehensive II (9-12)	c/e	c/e
50.0213	Visual Arts/Comprehensive III (9-12)	c/e	c/e
50.0214	Visual Arts/Comprehensive IV (9-12)	c/e	c/e
50.03	VISUAL ARTS/DRAWING AND PAINTING GENERAL STUDIO (9-12)		
50.0311	Visual Arts/Drawing I (9-12)	c/e	c/e

50.0312	Visual Arts/Drawing II(9-12)	c/e c/e
50.0313	Visual Arts/Drawing & Painting I (9-12)	c/e c/e
50.0314	Visual Arts/Drawing & Painting II (9-12)	c/e c/e
50.0321	Visual Arts/Painting I(9-12)	c/e c/e
50.0322	Visual Arts/Painting II (9-12)	c/e c/e
50.04	VISUAL ARTS/FINE AND FOLK CRAFTS (9-12)	
50.0411	Visual Arts/Ceramics/Pottery 1(9-12)	c/e c/e
50.0412	Visual Arts/Ceramics/Pottery 11(9-12)	c/e c/e
50.0413	Visual Arts/Ceramics/Pottery III (9-12)	c/e c/e
50.0414	Visual Arts/Ceramics/Pottery IV (9-12)	c/e c/e
50.0421	Visual Arts/Fibers 1(9-12)	c/e c/e
50.0422	Visual Arts/Fibers 11 (9-12)	c/e c/e
50.0423	Visual Arts/Fibers III (9-12)	c/e c/e
50.0424	Visual Arts/Fibers IV (9-12)	c/e c/e
50.0431	Visual Arts/Applied Design I (9-12)	c/e c/e
50.0432	Visual Arts/Applied Design II (9-12)	c/e c/e
50.0433	Visual Arts/Applied Design III(9-12)	c/e c/e
50.0434	Visual Arts/Applied Design IV (9-12)	c/e c/e
50.05	VISUAL ARTS/PRINTMAKING (9-12)	
50.0511	Visual Arts/Printmaking I(9-12)	c/e c/e
50.0512	Visual Arts/Printmaking II (9-12)	c/e c/e
50.0513	Visual Arts/Printmaking III (9-12)	c/e c/e
50.0514	Visual Arts/Printmaking IV (9-12)	c/e c/e
50.06	VISUAL ARTS/SCULPTURE (9-12)	
50.0611	Visual Arts/Sculpture I (9-12)	c/e c/e
50.0612	Visual Arts/Sculpture II (9-12)	c/e c/e
50.0613	Visual Arts/Sculpture III (9-12)	c/e c/e
50.0614	Visual Arts/Sculpture IV (9-12)	c/e c/e
50.07	VISUAL ARTS/MEDIA ARTS (9-12)	
50.0711	Visual Arts/Photography I(9-12)	c/e c/e
50.0712	Visual Arts/Photography II (9-12)	c/e c/e
50.0713	Visual Arts/Photography III (9-12)	c/e c/e
50.0714	Visual Arts/Photography IV (9-12)	c/e c/e
50.0721	Visual Arts/Graphics I (9-12)	c/e c/e
50.0722	Visual Arts/Graphics II (9-12)	c/e c/e
50.0723	Visual Arts/Graphics III (9-12)	c/e c/e
50.0724	Visual Arts/Graphics IV (9-12)	c/e c/e
50.0731	Visual Arts/Video I	c/e c/c

50.0732	Visual Arts/Video II	c/e	c/e
50.0733	Visual Arts/Video III	c/e	c/e
50.0734	Visual Arts/Video IV	c/e	c/e
50.08	VISUAL ARTS/ADVANCED PLACEMENT STUDIO (9-12)		
50.0811	Visual Arts/Advanced Placement Studio: Drawing Portfolio (9-12)	c/e	c/e
50.0812	Visual Arts/Advanced Placement Studio: General Portfolio (9-12)	c/e	c/e
50.09	VISUAL ARTS/ART HISTORY & CRITICISM		
50.0911	Visual Arts/Art History and Criticism I (9-12)	c/e	c/e
50.0912	Visual Arts/Art History and Criticism II (9-12)	c/e	c/e
50.0921	Visual Arts/Advanced Placement History of Art (9-12)	c/e	c/e

(XIV) DANCE.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/Dance for Core Area of Study VI: Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the College Preparatory (CP) and/or the Vocational (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

		CP	V
51.	**DANCE**		
51.02	DANCE SECONDARY, BALLET		
51.021	Ballet I	c/e	c/e
51.022	Ballet II	c/e	c/e
51.023	Ballet Ill	c/e	c/e
51.024	Ballet IV	c/e	c/e
51.03	DANCE SECONDARY, JAZZ		
51.031	Jazz I	c/e	c/e
51.032	Jazz II	c/e	c/e
51.033	Jazz III	c/e	c/e
51.034	Jazz IV	c/e	c/e
51.04	DANCE SECONDARY, MODERN		
51.041	Modern I	c/e	c/e
51.043	Modern III	c/e	c/e
51.044	Modern IV	c/e	c/e
51.05	DANCE SECONDARY, GENERAL		
51.051	Dance History	c/e	c/e
51.052	Dance Composition	c/e	c/e

(XV) DRAMATIC ARTS.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/ Drama for Core Area of Study VI: Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language for the College Preparatory (CP) and/or the Vocational

(V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

		CP	V
52.	**DRAMA**		
52.02	DRAMATIC ARTS/FUNDAMENTAL, SECONDARY (9-12)		
52.021	Dramatic Arts/Fundamental I (9-12)	c/e	c/e
52.022	Dramatic Arts/Fundamental II (9-12)	c/e	c/e
52.023	Dramatic Arts/Fundamental III (9-12)	c/e	c/e
52.024	Dramatics Arts/Fundamental IV (19-2)	c/e	c/e
52.03	DRAMATIC ARTS/MUSICAL THEATER (9-12)		
52.031	Dramatic Arts/Musical Theater I (9-12)	c/e	c/e
52.032	Dramatic Arts/Musical Theater II (9-12)	c/e	c/e
52.033	Dramatic Arts/Technical Theater I (9-12)	c/e	c/e
52.034	Dramatic Arts/Technical Theater II (9-12)	c/e	c/e
52.04	DRAMATIC ARTS/TECHNICAL THEATER (9-12)		
52.041	Dramatic Arts/Technical Theater I (9-12)	c/e	c/e
52.042	Dramatic Arts/Technical Theater II (9-12)	c/e	c/e
52.043	Dramatic Arts/Technical Theater III (9-12)	c/e	c/e
52.044	Dramatic Arts/Technical Theater IV (9-12)	c/e	c/e
52.045	Theater Technology I	c/e	c/e
52.046	Theater Technology II	c/e	c/e
52.047	Theater Technology III	c/e	c/e
52.048	Theater Technology III	c/e	c/e
52.05	DRAMATIC ARTS/ADVANCED DRAMA(9-12)		
52.051	Dramatic Arts/Advanced Drama I (9-12)	c/e	c/e
52.052	Dramatic Arts/Advanced Drama II (9-12)	c/e	c/e
52.06	DRAMATIC ARTS/ACTING (9-12)		
52.061	Dramatic Arts/Acting I (9-12)	c/e	c/e
52.062	Dramatic Arts/Acting II (9-12)	c/e	c/e
52.07	DRAMATIC ARTS/FILM, VIDEO & TELEVISION (9-12)		
52.071	Dramatic Arts/Film, Video & Television I (19-12)	c/e	c/e

52.072	Dramatic Arts/Film/Video & Television II (9-12)	c/e	c/e
52.08	DRAMATIC ARTS/HISTORY AND LITERATURE (9-12)		
52.081	Dramatic Arts/History and Literature I (9-12)	c/e	c/e
52.082	Dramatic Art/History and Literature II (9-12)	c/e	c/e
70.	**PROFESSIONAL/CAREER PREPARATION**		
70.01	MENTORSHIP		
70.011	Mentorship I	e	e
70.012	Mentorship II	e	e
70.013	Mentorship III	e	e
70.014	Mentorship IV	e	e
7.02	INTERNSHIP		
70.021	Internship I	e	e
70.022	Internship II	e	e
70.023	Internship III	e	e
70.024	Internship IV	e	e
70.03	DIRECTED STUDY		
70.031	Directed Study I	e	e
70.032	Directed Study II	e	e
70.033	Directed Study III	e	e
70.034	Directed Study IV	e	e
70.04	COMMUNITY SERVICE		
70.041	Community Service I	e	e
70.042	Community Service II	e	e
70.043	Community Service III	e	e
70.044	Community Service IV	e	e

(XVI) VOCATIONAL EDUCATION.

To receive only the Vocational Diploma, a student shall complete at least four vocational units, three of which must be concentrated in one of the following occupational or related program areas. One of the four units may include the Program of Education and Career Exploration (PECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI).

To receive both the College Preparatory (CP) and the Vocational (V) Diplomas, a student shall complete at least four units from any of the following areas.

Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements i n Vocational Education/Computer Technology for Core Areas Study VI: Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC

and/or Foreign language for the College Preparatory (CP) and/or the Vocational (V) programs of study.

Any of the courses may be used to satisfy the elective unit requirements.

CP		V	
01.	**AGRICULTURAL BUSINESS AND PRODUCTION TECHNOLOGY.**		
01.01	AGRICULTURAL BUSINESS AND MANAGEMENT		
01.411	Agriculture Business and Management	c/e	c/e
01.02	AGRICULTURAL MECHANIZATION TECHNOLOGY		
01.421	Agricultural Mechanics Technology I	c/e	c/e
01.422	Agricultural Mechanics Technology II	c/e	c/e
01.423	Agricultural Mechanics Technology III	c/e	c/e
01.03	AGRICULTURAL PRODUCTION AND MANAGEMENT		
01.431	Agricultural Crop Production and Management	c/e	c/e
01.432	Agricultural Animal Production and Management	c/e	c/e
01.04	AGRICULTURAL PRODUCTS AND FOOD PROCESSING		
01.441	Agricultural and Food Processing Operations and Management	c/e	c/e
01.05	COOPERATIVE AGRIBUSINESS SALES AND MARKETING		
01.051	Cooperative Agribusiness Sales and Marketing I	c/e	c/e
01.052	Cooperative Agribusiness Sales and Marketing II	c/e	c/e
01.098	Co-op/Internship I	c/e	c/e
01.099	Co-op/Internship II	c/e	c/e
01.06	HORTICULTURE		
01.461	General Horticulture	c/e	c/e
01.462	Floriculture Production and Management	c/e	c/e
01.463	Landscape Design and Management	c/e	c/e
01.464	Nursery Production and Management	c/e	c/e
01.465	Turf Production and Management	c/e	c/e
01.466	Floral Design and Management	c/e	c/e
01.467	Hydroponics	c/e	c/e
01.07	INTERNATIONAL AGRICULTURE		
01.071	International Agriculture	c/e	c/e
02.	**AGRICULTURE SCIENCES AND TECHNOLOGY.**		
02.02	ANIMAL SCIENCES		
02.421	Animal Science Biotechnology	c/e	c/e
02.03	FOOD FIBER SCIENCES		
02.431	Food Fiber Science Technology	c/e	c/e
02.04	PLANT SCIENCES		

02.441	Plant Science Biotechnology	c/e	c/e
02.05	SOIL SCIENCES		
02.451	Soil Science Technology	c/e	c/e
02.06	PHYSICAL SCIENCES, AGRICULTURAL		
02.461	Physical Science Application in Agricultural	c/e	c/e
02.07	AGRISCIENCE PRINCIPLES AND TECHNOLOGY		
02.471	Basic Agricultural Science and Technology	c/e	c/e
02.472	Agriscience Principles and Technology I	c/e	c/e
02.473	Agriscience Principles and Technology II	c/e	c/e
02.474	Agriscience Principles and Technology III	c/e	c/e
03.	**CONSERVATION AND NATURAL RESOURCES.**		
03.01	NATURAL RESOURCES CONSERVATION, GENERAL		
03.411	Natural Resources Management	c/e	c/e
03.02	ENVIRONMENTAL SCIENCE		
03.421	Environmental Science	c/e	c/e
03.03	FISHERIES SCIENCE AND MANAGEMENT		
03.431	Aquaculture	c/e	c/e
03.04	FORESTRY PRODUCTION AND PROCESSING		
03.441	Forest Harvesting and Production Technology	c/e	c/e
03.442	Forest Products Technology	c/e	c/e
03.05	FORESTRY SCIENCE		
03.451	General Forestry Practice	c/e	c/e
03.452	Advanced Forestry Science	c/e	c/e
03.453	Forestry Management for Wildlife	c/e	c/e
03.454	Urban and Community Forestry	c/e	c/e
06.	**BUSINESS MANAGEMENT.**		
06.01	BUSINESS MANAGEMENT		
06.014	International Business	c/e	c/e
06.015	Business Law	c/e	c/e
06.051	Business Economics	c/e	c/e
06.098	Business Co-op/Internship I	c/e	c/e
06.099	Business Co-op/Internship II	c/e	c/e
06.411	Business Calculation	c/e	c/e
06.412	Business Communication	c/e	c/e
06.413	Business Technology	c/e	c/e
07.	**BUSINESS ADMINISTRATION.**		
07.021	Banking and Finance/Personal Finance	c/e	c/e
07.098	Business Co-op/Internship I	c/e	c/e

07.099 Business Co-op/Internship II	c/e	c/e
07.411 Principles of Accounting I	c/e	c/e
07.412 Principles of Accounting II	c/e	c/e
07.431 Computer Programming I and II	c/e	c/e
07.441 Computer Technology/Applications I	c/e	c/e
07.442 Computer Technology/Applications II	c/e	c/e
07.451 Integrated Business Program I	c/e	c/e
07.452 Integrated Business Program II	c/e	c/e
07.453 Integrated Business Program Ill	c/e	c/e
07.461 Shorthand/Speedwriting/Notehand	c/e	c/e
07.462 Administrative Systems	c/e	c/e
07.472 Keyboarding	c/e	c/e
07.473 Electronic Publishing	c/e	c/e
07.474 Word Processing	c/e	c/e
07.475 Cooperative Business Education I	c/e	c/e
07.476 Cooperative Business Education II	c/e	c/e
07.486 Introductions to Multimedia Applications	c/e	c/e
07.487 Advanced Multimedia Applications	c/e	c/e
08. MARKETING AND DISTRIBUTION.		
08.411 Fashion Marketing Principles and Applications	c/e	c/e
08.421 Personal Services Marketing	c/e	c/e
08.431 Small Business Ownership	c/e	c/e
08.441 Financial Services Marketing	c/e	c/e
08.451 Introduction to Recreation and Tourism	c/e	c/e
08.071 Introduction to Marketing	c/e	c/e
08.474 Marketing Principles/Applications	c/e	c/e
08.475 Advanced Marketing Technology	c/e	c/e
08.481 HoteI/Motel Fundamentals	c/e	c/e
08.098 Co-op Internship I	c/e	c/e
08.099 Co-op Internship II	c/e	c/e
20. HOME ECONOMICS.		
20.414 Comprehensive Home Economics I	c/e	c/e
20.415 Comprehensive Home Economics II	c/e	c/e
20.416 Child Development	c/e	c/e
20.417 Single Living	c/e	c/e
20.418 Family Living	c/e	c/e
20.419 Design: Interior and Fashion	c/e	c/e
20.421 Home and Family Management Technology I	c/e	c/e

20.422 Home and Family Management Technology II	c/e	c/e
20.423 Parenting	c/e	c/e
20.524 Comprehensive Parenting	c/e	c/e
20.525 Care and Guidance of Children I	c/e	c/e
20.526 Care and Guidance of Children II	c/e	c/e
20.527 Child Care/Elder Care I	c/e	c/e
20.528 Child Care/Elder Care II	c/e	c/e
20.029 Child Care/Elder Care Internship I	c/e	c/e
20.031 Child Care/Elder Care Internship II	c/e	c/e
20.532 Food Service Occupations I	c/e	c/e
20.533 Food Service Occupations II	c/e	c/e
20.534 Food Service Occupations III	c/e	c/e
20.535 Food Service Occupations IV	c/e	c/e
20.036 Cooperative Home Economics Education I	c/e	c/e
20.037 Cooperative Home Economics Education II	c/e	c/e
20.098 Co-op/Internship I	c/e	c/e
20.099 Co-op/Internship II	c/e	c/e
21. TECHNOLOGY EDUCATION.		
21.425 Introduction to Technology I	c/e	c/e
21.426 Introduction to Technology II	c/e	c/e
21.431 Communication Technology	c/e	c/e
21.432 Drafting Technology: Introduction	c/e	c/e
21.433 Drafting Technology: Mechanical	c/e	c/e
21.434 Drafting Technology: Architectural	c/e	c/e
21.435 Graphic Arts Technology	c/e	c/e
21.436 Electronic Communications Technology	c/e	c/e
21.441 Materials and Processes Technology I	c/e	c/e
21.442 Manufacturing Technology	c/e	c/e
21.443 Construction Technology	c/e	c/e
21.451 Energy and Power Technology	c/e	c/e
21.452 Electricity/Electronics Technology	c/e	c/e
21.461 Research and Development	c/e	c/e
21.471 Pre-Engineering/Pre-Technology	c/e	c/e
21.472 Engineering Applications	c/e	c/e
21.473 Bio-Related Technology	c/e	c/e
21.474 Aerospace Technology	c/e	c/e

10., 12., 17., 43., 46., 47., 48., and 49.

TRADE AND INDUSTRIAL EDUCATION.

10.01	COMMUNICATION TECHNOLOGIES		
10.511	Mass Media Technology I	c/e	c/e
10.512	Mass Media Technology II	c/e	c/e
10.513	Mass Media Technology III	c/e	c/e
10.514	Music Marketing and Technology I	c/e	c/e
10.515	Music Marketing and Technology II	c/e	c/e
10.516	Music Marketing and Technology III	c/e	c/e
2.01	PERSONAL SERVICES OCCUPATIONS		
12.511	Fabric Maintenance Technology I	c/e	c/e
12.512	Fabric Maintenance Technology II	c/e	c/e
12.513	Fabric Maintenance Technology III	c/e	c/e
12.541	Cosmetology I	c/e	c/e
12.542	Cosmetology Il	c/e	c/e
12.543	Cosmetology Ill	c/e	c/e
12.544	Cosmetology IV	c/e	c/e
17.01	ALLIED HEALTH		
17.521	Health Occupations I	c/e	c/e
17.522	Health Occupations II	c/e	c/e
17.523	Health Occupations III	c/e	c/e
17.525	Dental Assisting I	c/e	c/e
17.626	Dental Assisting II	c/e	c/e
17.627	Dental Assisting Ill	c/e	c/e
43.01	PROTECTIVE SERVICES		
43.511	Law Enforcement Training I	c/e	c/e
43.512	Law Enforcement Training II	c/e	c/e
43.513	Law Enforcement Training III	c/e	c/e
46.01	CONSTRUCTION TECHNOLOGY		
46.541	Construction Technology I	c/e	c/e
46.542	Construction Technology II	c/e	c/e
46.543	Construction Technology III	c/e	c/e
46.544	Construction Technology IV	c/e	c/e
47.01	MECHANICAL OCCUPATIONS		
47.525	Granite Technology I	c/e	c/e
47.526	Granite Technology II	c/e	c/e
47.527	Granite Technology III	c/e	c/e
47.531	Electronics Technology Occupations I	c/e	c/e
47.532	Electronics Technology Occupations II	c/e	c/e
47.533	Electronics Technology Occupations III	c/e	c/e

47.541 Electro-Mechanical Technology I	c/e	c/e
47.542 Electro-Mechanical Technology II	c/e	c/e
47.543 Electro-Mechanical Technology Ill	c/e	c/e
47.565 Collision Repair Technology I	c/e	c/e
47.566 Collision Repair Technology II	c/e	c/e
47.567 Collision Repair Technology III	c/e	c/e
47.571 Automotive Service Technology I	c/e	c/e
47.572 Automotive Service Technology II	c/e	c/e
47.573 Automotive Service Technology III	c/e	c/e
47.581 Small Engine Repair I	c/e	c/e
47.582 Small Engine Repair II	c/e	c/e
47.583 Small Engine Repair Ill	c/e	c/e
47.491 Diversified Cooperative Training I (Travel and Industrial Education)	c/e	c/e
47.492 Diversified Cooperative Training II (Travel and Industrial Education)	c/e	c/e
47.098 DCT/Trade & Industrial Education Co-op/Internship I	c/e	c/e
47.099 DCT/Trade & Industrial Education Co-op/Internship II	c/e	c/e
48.01 PRECISION PRODUCTION OCCUPATIONS		
48.511 Drafting and Design Technology I	c/e	c/e
48.512 Drafting and Design Technology II	c/e	c/e
48.513 Drafting and Design Technology III	c/e	c/e
48.514 Drafting and Design Technology IV	c/e	c/e
48.521 Graphic Arts Technology I	c/e	c/e
48.522 Graphic Arts Technology II	c/e	c/e
48.523 Graphic Arts Technology III	c/e	c/e
48.525 Commercial Art I	c/e	c/e
48.526 Commercial Art II	c/e	c/e
48.527 Commercial Art III	c/e	c/e
48.531 Upholstering I	c/e	c/e
48.532 Upholstering II	c/e	c/e
48.533 Upholstering III	c/e	c/e
48.575 Metalworking Technology Cluster I	c/e	c/e
48.576 Metalworking Technology Cluster II	c/e	c/e
48.577 Metalworking Technology Cluster III	c/e	c/e
49.01 MANUFACTURING SCIENCES		
49.011 Ford Academy of Manufacturing Science-Manufacturing Economics	c/e	c/e
49.012 Ford Academy of Manufacturing Science-Statistics	c/e	c/e
49.013 Ford Academy of Manufacturing Science-Computer Technology Applications	c/e	c/e
49.014 Ford Academy of Manufacturing Science-Case Studies in Manufacturing	c/e	c/e

32.	**PROGRAM OF EDUCATION AND CAREER EXPLORATION/CAREER CONNECTION.**		
32.414	Coordinated Vocational Academic Education I	c/e	c/e
32.415	Coordinated Vocational Academic Education II	c/e	c/e
32.416	Coordinated Vocational Academic Education III	c/e	c/e
32.417	Project Success I	c/e	c/e
32.418	Project Success II	c/e	c/e
32.424	Program of Education and Career Exploration (PECE)	c/e	c/e
32.811	Related Vocational Instruction I	c/e	c/e
32.812	Related Vocational Instruction II	c/e	c/e
32.813	Related Vocational Instruction III	c/e	c/e
32.031	Workplace Ethics (JTPA)	c/e	c/e
32.032	Workplace Ethics Co-op; (JTPA)	c/e	c/e
32.433	Workplace Readiness	c/e	c/e

(XVII) SPECIAL EDUCATION.

90. SPECIAL EDUCATION

This designated number shall be used for any course determined by a student's IEP and taught by a special education teacher for which high school Carnegie credit is not given. The school system may use the remaining digits (90.XXXXXXX) to identify semester, period, teacher, or any desired identification by the local school system.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.36
Authority: O.C.G.A. Secs. 20-2-131, 20-2-140, 20-2-142, 20-2-150(a), 20-2-151(a)(b), 20-2-154(a), 20-2-160, 20-2-161.1, 20-2-161.2, 20-2-281(a), (c).
History. Original Rule entitled "High School Graduation Requirements for Students Enrolling in the Ninth Grade in the 1995-96 School Year and Subsequent Years" adopted F. Jul. 22, 1994; eff. Aug. 11, 1994.
Amended: Jun. 26, 1995; eff. July 3, 1995.

Rule 160-4-2-.37. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.37
Authority: O.C.G.A. Secs. 20-2-240, 20-2-281.
History. Original Rule entitled "Georgia High School Graduation Test Summer Remedial Program" was adopted as ER. 160-4-2-0.6-.37. F. Apr. 22, 1994; eff. Apr. 14, 1994, the date of adoption, to be in effect for 120 days or until a permanent Rule covering the same subject matter superseding this ER. is adopted, as specified by the Agency.
Amended: ER. 160-4-2-0.9-.37 of same title was f. and eff. May 11, 1995, the date of adoption, to be in effect for 120 days or until a permanent Rule covering the same subject matter superseding this ER is adopted, as specified by the Agency.
Amended: ER. 160-4-2-0.11-.37 of same title was f. and eff. January 16, 1997, the date of adoption, to be in effect for 120 days or until a permanent Rule covering the same subject matter superseding this ER. is adopted, as specified by the Agency.
Amended: Permanent Rule adopted. F. Mar. 20, 1997; eff. Apr. 9, 1997.

Repealed: F. Jul. 21, 2011; eff. Aug. 10, 2011.

Rule 160-4-2-.38. Education Program for Gifted Students.

(1) **DEFINITIONS.**

(a) **Differentiated Curriculum -** courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students.

(b) **Georgia Department of Education -** (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

(c) **Gifted Student -** a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

(d) **Local Board of Education (LBOE) -** agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA) -** local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators -** experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

(g) **Qualified Psychological Examiner -** a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

(h) **State Board of Education (SBOE) -** the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(2) **REQUIREMENTS.**

(a) **Notification**. The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

1. Referral procedures and eligibility requirements adopted and applied by the LEA.

2. Notification of initial consideration for gifted education services.

3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.

4. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.

5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.

6. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.

7. Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) **Referrals.** The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1. **Reported Referral**. A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.

2. **Automatic Referral**. Students who score at specified levels on a norm-referenced test as defined in the GaDOE *Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.

   (i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

   (ii) The LBOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) **Consent**. The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before

providing gifted education services to students determined to be eligible for services.

(d) **Eligibility**. The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d) 5.(ii) Achievement, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:

   (i) **Mental Ability**. Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the GaDOE *Resource Manual for Gifted Education Services,* on a norm-referenced test of mental ability.

      (I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

      (II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) **Achievement**. Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

(iii) **Creativity**. Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

(III) As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(iv) **Motivation**. Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

(II) As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(III) GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records.

6. Assessment data that were gathered and analyzed by a source outside the student's school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias

with respect to race, religion, national origin, sex, disabilities, and economic background.

(e) **Continued Participation**. The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

(f) **Reciprocity**. Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE *Resource Manual for Gifted Education Services*, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

(g) **Curriculum and Services to Be Provided**.

1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE *Resource Manual for Gifted Education Services*.

(h) **Data Collection**.

1. The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) **Public Review**. The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.38
Authority: O.C.G.A. Secs. 20-2-151, 20-2-152, 20-2-161.
History. Original Rule entitled "Education Program for Gifted Students" adopted F. Dec. 14, 1995; eff. Jan. 3, 1996.
Amended: F. Feb. 17, 1998; eff. Mar. 9, 1998.
Amended: F. Feb. 28, 2002; eff. Mar. 20, 2002.
Amended: F. May 10, 2012; eff. May 30, 2012.

Rule 160-4-2-.39. Dyslexia Identification and Support.

(1) **DEFINITIONS.**

(a) **Aphasia -** a condition characterized by either partial or total loss of the ability to communicate verbally or through written words. A person with aphasia may have difficulty speaking, reading, writing, recognizing the names of objects, or understanding what other people have said. The condition may be temporary or permanent and shall not include speech problems caused by loss of muscle control.

(b) **Dyscalculia -** the inability to understand the meaning of numbers, the basic operations of addition and subtraction, or the complex operations of multiplication and division or to apply math principles to solve practical or abstract problems.

(c) **Dysgraphia -** difficulty in automatically remembering and mastering the sequence of muscle motor movements needed to accurately write letters or numbers.

(d) **Dyslexia -** a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(e) **Georgia Dyslexia Informational Handbook (Handbook) -** an informational handbook, developed by the Georgia Department of Education, that includes guidance, technical assistance, and training to assist all local educational agencies (LEA) in the implementation of evidence-based practices for instructing students with characteristics of Dyslexia.

(f) **Other Disorders -** aphasia, dyscalculia, and dysgraphia.

(g) **Parent -** parent, legal agent, legal guardian, or kinship caregiver.

(h) **Qualified Dyslexia Screening Tool -** an assessment that measures a student's ability to demonstrate phonological awareness skills, phonemic decoding efficiency skills, sight word reading efficiency skills, rapid automatic naming skills, and accuracy of word reading on grade-level text.

(i) **Universal Screening -** the administration of an assessment to all students in a grade level to identify students who may be at risk for low learning outcomes.

(2) **REQUIREMENTS.**

(a) **Universal Screening**

1. Beginning in the 2024-2025 school year, LEAs shall, at a minimum, annually conduct a Universal Screening of all students in kindergarten through grade 3 for characteristics of Dyslexia and may screen students for Other Disorders.

(i) The following students should be exempted from the Universal Screening of all students in kindergarten through grade 3 for characteristics of Dyslexia and Other Disorders:

(I) A student who transfers from another school or system in Georgia who had a Universal Screening in the current school year; or

(II) A student from another state who enrolls for the first time in Georgia in kindergarten through grade 3 and presents documentation that he or she had the Universal Screening or a similar screening in the current school year.

(III) A student whose intellectual disability precludes the presence of dyslexia.

2. This Universal Screening must be conducted utilizing a Qualified Dyslexia Screening Tool. The Qualified Dyslexia Screening Tool(s) must include, at a minimum, the following components:

   (i) Phonological and phonemic awareness;

   (ii) Sound symbol recognition;

   (iii) Alphabet knowledge;

   (iv) Decoding skills;

   (v) Rapid naming or reading fluency for students with some reading ability; and

   (vi) Encoding skills.

3. A list of Qualified Dyslexia Screening Tools that were approved by the State Board of Education and meet these minimum requirements is available in the Georgia Dyslexia Informational Handbook. LEAs may use any of the Qualified Dyslexia Screening Tools in the Handbook to conduct their Universal Screening.

   (i) If an LEA chooses a screening tool that is not included in the Handbook, the LEA must submit that tool to the State Board of Education for review and approval prior to use in the Universal Screening.

(b) **Interventions and Supports**

1. If the Universal Screening data and additional information support that the student has characteristics of Dyslexia or Other Disorders, the LEA will begin or continue academic intervention.

2. Upon the start of academic intervention for students who have characteristics of Dyslexia or Other Disorders, the LEA must monitor the

student's progress at least once per month, or more often as determined by school personnel.

3. LEAs should refer to the Georgia Dyslexia Informational Handbook for guidance, technical assistance, and resources to assist with their implementation of evidence-based practices for instructing students with characteristics of Dyslexia. The Handbook includes, at a minimum:

   (i) Evidence based practices designed specifically for students with characteristics of Dyslexia;

   (ii) Characteristics of targeted instruction for Dyslexia;

   (iii) Guidance on developing instructional plans for students with characteristics of Dyslexia;

   (iv) Best practices toward meaning-centered reading and writing; and

   (v) Suggested training programs.

(c) **Parental Consent and Support**

1. LEAs must notify Parents of the Universal Screening prior to the implementation of the screening.

2. Parental consent is not required for the administration of the Universal Screening.

3. If the LEA determines that additional screening is necessary for a student who exhibits characteristics of Dyslexia or Other Disorders, parental consent must be obtained prior to the administration of the additional screening. The parental consent or refusal documentation shall remain on file as a part of the student's education record.

4. For students who exhibit characteristics of Dyslexia or Other Disorders, LEAs must provide Parents with resources, information, and materials regarding Dyslexia (e.g., Georgia Dyslexia Informational Handbook and the International Dyslexia Association Dyslexia Handbook).

(d) **Reporting**

1. Beginning with the 2024-2025 school year, by June 30 of each year, LEAs shall provide the following data to the Georgia Department of Education:

   (i) The number of students in kindergarten through grade 3 who were identified as having characteristics of Dyslexia;

(ii) The number of students in kindergarten through grade 3 who participate in additional screening for characteristics of Dyslexia in a school year;

(iii) The number of students in kindergarten through grade 3 who were newly identified as having characteristics of Dyslexia in a school year;

(iv) The process or tool used to evaluate student progress;

(v) The number of students in kindergarten through grade 3 who participated in interventions; and

(vi) The number of trained LEA personnel or licensed professionals used to administer the Qualified Dyslexia Screening Tool.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.39
Authority: O.C.G.A. § 20-2-159.6.
History. Original Rule entitled "Dyslexia Identification and Support" adopted. F. Aug. 25, 2022; eff. Sep. 14, 2022.

Rule 160-4-2-.40. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.40

Rule 160-4-2-.41. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.41

Rule 160-4-2-.42. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.42

Rule 160-4-2-.43. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.43

Rule 160-4-2-.44. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.44

Rule 160-4-2-.45. Reserved.

Rule 160-4-2-.46. High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 1997-98 School Year and Subsequent Years.

(1) **Purpose.** This rule specifies programs of study that shall be offered by local boards of education. This rule becomes effective for students enrolling in the ninth grade for the first time in the 1997- 1998 school year and for subsequent years.

(2) **Definitions.**

(a) Applied Mathematics I-a hands-on laboratory course defined by QCC objectives that utilizes the content of units A, B, C, and 1- 15, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(b) Applied Mathematics II-a hands-on laboratory course defined by QCC objectives that utilizes the content of units 16-33, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(c) Carnegie unit-one unit of credit awarded for a minimum of 150 clock hours of instruction.

(d) Carnegie unit, summer school-one unit of credit awarded for a minimum of 120 clock hours of instruction.

(e) Center for Occupational Research and Development (CORD)- a consortium of states, including Georgia, formed to develop educational materials in science and mathematics.

(f) College Preparatory (CP) Program-a program of study requiring 22 Carnegie units as specified by the State Board of Education. Completion of this program is signified by a High School Diploma with a College Preparatory Seal.

(g) College Preparatory with Distinction (CP+)-a program requiring 24 Carnegie units and a grade point average in the Core Courses of 3.0 or above on a four point scale or 80 numeric grade point average or above as specified by the State Board of Education. Completion of this program is signified by a High School Diploma with a College Preparatory Seal of Distinction.

(h) Core Area of Study for Carnegie unit credit-one of the 10 identified sections from which courses may be selected to court as one of the 22 Carnegie unit requirements for the College Preparatory (CP) program of study or one of the 24 Carnegie unit requirements for the College Preparatory with Distinction (CP+)

program of study or one of the 22 Carnegie unit requirements for the Technology/ Career Preparatory (TC) program of study or one of the 24 Carnegie unit requirements for the Technology/Career Preparatory (TC+) program of study.

(i) Core Courses (c)-courses chosen from English/language arts, mathematics, science, social studies and foreign language for a high school diploma. For a Technology/Career Preparatory program of study, four Technology/Career Preparatory units are also considered to be core courses.

(j) Core Technology/Career Preparatory Courses (tc)-courses chosen from to be used to meet requirements for the Technology/Career Preparatory or Technology/Career Preparatory with Distinction Programs of study.

(k) Early admissions-a program in which a high school student enrolls as a full-time postsecondary student and a postsecondary degree in lieu of a high school diploma.

(l) Elective course (e)-a course that a student may select beyond the core requirements to fulfill the Carnegie unit requirements for graduation.

(m) Joint enrollment-an arrangement between a local board of education and a regionally accredited postsecondary public or private institution wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and hours for postsecondary credit.

(n) Postsecondary Options-a joint enrollment program between public schools and public postsecondary institutions wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and postsecondary credit hours.

(o) Programs of study-the courses needed to complete the Technology/ Career Preparatory (TC) or the Technology/Career Preparatory with Distinction (TC+) and/or the College Preparatory (CP) or the College Preparatory with Distinction (CP+) Requirements.

(p) Required course (r)-a specific course that each student in a program of study shall pass to graduate from high school.

(q) Seal-an attachment placed on a high school diploma indicating the successful completion of one or more programs of study.

(r) Secondary School Credential-a document awarded to students at the completion of the high school experience.

1. The High School Diploma-the document with appropriate seal(s) awarded to students certifying that they have satisfied attendance requirements,

Carnegie unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs-Student Assessment. When a student has satisfied the educational requirements for the Technology/Career Preparatory or Technology/Career Preparatory with Distinction and/or College Preparatory and/or College Preparatory with Distinction Program(s), the high school diploma with appropriate seal(s) will be issued.

2. The High School Certificate-the document awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

3. The Special Education Diploma-the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in 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).

(s) Technology/Career Preparatory (TC) Program-a program of study requiring 22 Carnegie units as specified by the Georgia Board of Education. Completion of this program is signified by a high school diploma with a Technology/Career Preparatory Seal.

(t) Technology/Career Preparatory with Distinction (TC+) Program -a program of study requiring 24 Carnegie units and a grade point average in the Core Courses of 3.0 or above on a four point scale or 80 numeric grade point average as specified by the Georgia Board of Education. Completion of this program is signified by a high school diploma with a Technology/Career Preparatory Seal.

(3) **Requirements.**

(a) Local boards of education shall provide secondary school curriculum, instructional and support services that reflect the high school graduation and state assessments requirements and assist all students in developing their unique potential to function in society.

(b) Local boards of education shall base local graduation requirements on this rule, shall submit a copy of their locally adopted policy to the Georgia Department of Education and shall have on file a letter from the state superintendent of schools or designee stating that the local policy meets all state requirements.

(c) Each local board of education shall develop policies on postsecondary enrollment as referenced in Rule 160-4-2-.34 Postsecondary Options and for joint enrollment

and early admission programs not included in 160-4-2-.34 Postsecondary Options. The policies shall include the criteria for:

1. Non-Technology/Career Preparatory courses as follows:

   (i) Minimum Scholastic Aptitude Test scores of 970 on combined verbal and mathematics sections;

   (ii) Minimum cumulative high school grade point average of 3.0 on a four point scale in academic subject.

   (iii) Written verification by high school principal of student's eligibility and intended enrollment;

   (iv) Written consent of parent or guardian (if the student is a minor);

   (v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each seven and one-half (7.5) quarter hours or five (5) semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than seven and one-half (7.5) quarter hours or five (5) semester hours shall be determined by using the same ratio stated above.

   (vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

2. Technology/Career Preparatory courses as follows:

   (i) Technology/Career Preparatory courses offered in area technology schools or colleges;

   (ii) Inclusion of technical school or college courses in which students are participating;

   (iii) Written consent of parent or guardian (if the student is a minor);

   (iv) Written verification by high school principal of student's eligibility and intended enrollment;

   (v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each seven and one-half (7.5) quarter hours or five (5) semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than seven and one-half (7.5) quarter hours

or five (5) semester hours shall be determined by using the same ratio stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

(d) Local boards of education shall require that:

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs-Student Assessment.

2. Students who enroll in the ninth grade for the first time in the 1997-1998 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs-Student Assessment.

(e) Local boards of education shall include attendance, a passing score on the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs-Student Assessment and Carnegie units of credit as requirements for graduating from any Georgia high school that receives public funds.

1. Attendance.

(i) Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

2. State assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs-Student Assessment.

(i) Students shall meet state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs-Student Assessment to be eligible for a diploma.

(ii) A student who has no means of written communication due to a severe physical disability shall not be required to take the writing portion of the state assessment requirements as specified in Rule 160-3-1-.07 Testing Programs-Student Assessment.

3. Carnegie Units.

(i) All state-supported high schools shall make available to all students the programs of study for the required College Preparatory, College Preparatory with Distinction, Technology/Career Preparatory and Technology/Career Preparatory with distinction programs of study.

(ii) A course shall count only once for satisfying any Carnegie unit requirement for graduation. The same course cannot be used to satisfy a Carnegie unit requirement in more than one core area of study. See the following chart.

(iii) CORE AREAS OF STUDY CP CP+ TC TC+

(I) English/Language Arts* 4 4 4 4

(II) Mathematics* 4 4 3** 3**

(III) Science* 3 3 3 3

(IV) Social Studies* 3 3 3 3

(V) Health and Physical Education 1 1 1 1

(VI) Computer Technology and/or Fine Arts and/or Technology/Career-preparatory and/or Foreign Language 1 1 1 1

(VII) Foreign Language* 2 2 0 0**

(VIII) Technology/Career Preparatory units***

0 0 4 4

(From core Technology/Career Preparatory courses)

(IX) Locally required or elective units 4 4 3** 4**

(X) State Electives from Core Courses- (Courses with a single asterisk) and/or Fine Arts

0 2 0 1

(iv) TOTAL UNITS (MINIMUM) 22 24 22 24

*Core Courses.

**Technology/Career Preparatory students may want to utilize elective units as Foreign Language or as a fourth unit of mathematics depending upon the student's program of study and the student's intentions to enter a University System of Georgia

institution. Determination of the appropriate number of mathematics units for each Technology/Career Preparatory program of study shall be determined by the local board of education. BY THE YEAR 2001, STUDENTS ENTERING A UNIVERSITY SYSTEM OF GEORGIA INSTITUTION MUST HAVE 4 UNITS OF MATHEMATICS.

***Technology/Career Preparatory includes Junior Reserve Officer Training Corps (JROTC). Note: Students who wish to be eligible for the HOPE Scholarship Program should check with their counselor regarding current HOPE Scholarship requirements.

4. Required/Core/Elective Credit.

   (i) Carnegie unit credit for graduation shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC) or those approved by the State Board of Education.

   (ii) Carnegie unit credit for core courses shall be awarded only for courses that include concepts and skills based on the QCC for grades 9-12. For example, a student who takes Algebra I in the eighth grade that meets 9-12 QCC requirements shall be awarded Carnegie unit credit. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core Carnegie unit credit.

   (iii) Only elective course credit or no course credit may be awarded for courses in which instruction is based on the QCC for grades K-8.

5. Areas of Study.

   (I) Courses that shall earn Carnegie unit credit in English/language arts, mathematics, science, social studies, health/physical education, foreign languages, military science, music, visual arts, dance, drama, computer science, education, humanities, personal/interpersonal/ social skills and Technology/Career Preparatory are listed in Rule 160-4-2-.03 List of Funded K-8 Subjects and 9-12 Courses.

   (II) Any student in the Technology/Career Preparatory (TC), Technology/ Career Preparatory with Distinction (TC+), College Preparatory (CP), or College Preparatory with Distinction (CP+) programs of study may select any course listed in the Course Listing Rule. The one exception to this provision is where the letter "r"

appears with course names. These courses are required. They **must** be taken and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core Carnegie unit requirements. Courses identified as "tc" will count as one of the four core Technology/Career Preparatory courses for a TC or TC+ program of study. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the Carnegie unit requirements.

(a) English/Language Arts: For the College Preparatory, College Preparatory with Distinction, Technology/Career Preparatory and Technology/Career Preparatory with Distinction programs of study, at least one-half Carnegie unit of credit in American literature/composition shall be required. This course shall be taught a minimum of two quarters or one semester. All the courses that may satisfy the remaining Carnegie units of credit for a College Preparatory, College Preparatory with Distinction, Technology/Career Preparatory or Technology/Career Preparatory with Distinction program are identified with a "c". The other courses identified with an "e" are electives. Grammar/composition shall be a component of all courses and shall be integrated into the course of study, not isolated.

(b) Mathematics: For the College Preparatory (CP) and College Preparatory with Distinction programs of study, four Carnegie units of credit of approved mathematics will be required. The student record shall show credit or equivalency for each of the core courses of Algebra I (27.061); Euclidean Geometry (27.063) or Informal Geometry (27.062); and Algebra II (27.064) and an additional course listed in the College Preparatory Mathematics (27.06) or Advanced Mathematics (27.07) categories. For the student who takes Applied Mathematics I (27.445) and Applied Mathematics II (27.446), the record shall show credit for Applied Mathematics I (27.445), Applied Mathematics II (27.446), Euclidean Geometry (27.064) or Informal Geometry (27.062), and Algebra II (27.064). The Technology/Career Preparatory (TC) and Technology/Career Preparatory with Distinction programs of study require that a student earn three Carnegie units of mathematics which shall include, as a minimum, Algebra I or its equivalent. To meet these

requirements for Algebra I or its equivalent, a student shall earn a Carnegie unit in

(1) Algebra I, or

(2) Fundamentals of Algebra, or

(3) a locally developed course equivalent to Algebra I that has been approved by the Georgia Board of Education, or

(4) earn two Carnegie units by passing both Applied Mathematics I and II.

(c) Science: Students receiving the College Preparatory (CP) or the College Preparatory (CP+) with Distinction and/or the Technology/ Career Preparatory (TC) or Technology/Career Preparatory with Distinction (TC+) shall earn three (3) Carnegie units in science. Students earning the College Preparatory (CP) or College Preparatory with Distinction seal shall pass a Physical Science and a Life Science course. Students earning the Technology/Career Preparatory (TC) or Technology/ Career Preparatory with Distinction (TC+) seal shall meet the requirements for the College Preparatory (CP) or College Preparatory with Distinction seal or shall pass any three units of science including one physical science, one life science or two units of applied biology/chemistry. Science courses that meet the science requirements for graduation shall be year-long courses with the exception of the third Carnegie unit. All courses meeting the science requirements for graduation must be laboratory-based.

(d) Social Sciences: Three Carnegie units of credit shall be required in social studies for the College Preparatory (CP), College Preparatory (CP+), Technology/Career Preparatory or Technology/ Career Preparatory with Distinction (TC+) seal(s). One Carnegie unit shall be required in United States history. One Carnegie unit shall be required from the world studies area, e.g., world history or world geography. World history shall be required for the College Preparatory and College Preparatory with Distinction seals. One quarter or one semester of citizenship education (government) shall be required. One quarter or one semester of Principles of

Economics/ Business/Free Enterprise shall be required. Systems organized on the quarter system shall add one other one-quarter social studies course from the political science/government area or from the economics area or from the international relations area to the Citizenship Education and Principles of Economics/Business/Free Enterprise courses to complete the Carnegie unit requirement.

(e) Health and Physical Education: For each program of study, one Carnegie unit of health and physical education is required. Students shall combine two semesters or three quarters of Personal Fitness (36.041 or Advanced Personal Fitness (36.051) to satisfy this requirement. Health and physical education courses may be taken as electives for all programs of study. Courses in physical education shall be taken to enhance lifelong fitness and physical activities rather than development of athletic performance.

(f) Foreign Language: Two Carnegie units of the same foreign language shall be required for the College Preparatory (CP) and College Preparatory with Distinction (CP+) programs of study. Students whose native language is not English may be considered to have met the foreign language requirements 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. Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in foreign language for Core Area of Study VI. Any of the courses may be used to satisfy the elective unit requirements. For a student who is hearing impaired, American Sign Language may be taken as an elective or as a core course to fulfill the requirements of the College Preparatory (CP) or College Preparatory with Distinction (CP+) seal. If American Sign Language is to be used to fulfill the college preparatory requirements of two years of the same foreign language, adherence to the requirements in the following paragraph is required. For the purpose of fulfilling the foreign language requirements for a College Preparatory (CP) or College Preparatory with Distinction (CP+) seal, a demonstrated proficiency in American Sign Language shall be accepted as a foreign language if it is determined that a

deaf student has a hearing loss which significantly impacts upon the student's ability to learn a foreign language. The Individualized Education Program (IEP) Committee shall determine if American Sign Language is to be substituted for the foreign language requirement. The IEP Committee shall state in the Individual Education Program that American Sign Language is substituting for the foreign language and that two years of American Sign Language must be taken to complete the requirement. For students who are not hearing impaired, American Sign Language may be taken for one unit of elective credit or for the third unit of foreign language credit. Any course or combination of courses from the Fine Arts may be selected to earn Carnegie unit credit to satisfy the requirements in Fine Arts/Music for Core Area of Study VI. Any of the courses may be used to satisfy the elective unit requirements.

(g) Technology/Career Preparatory: To receive only the Technology/ Career Preparatory (TC) or Technology/Career Preparatory with distinction seal, a student shall complete at least four Technology/ Career Preparatory units, three of which must be concentrated in one occupational or related program areas. One of the four units may include the Program of Education and Career Exploration (PCECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI). To receive both the College Preparatory (CP) or College Preparatory with Distinction (CP+) and the Technology/Career Preparatory with Distinction (TC+) seal, a student shall complete at least four units from Technology/Career Preparatory courses. Any course or combination of courses may be selected to earn Carnegie unit credit to satisfy the Core Area of Study VI. Any of the courses may be used to satisfy the elective unit requirements.

6. Required Procedures for Awarding Carnegie Units of Credit.

(i) A Carnegie 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 150 clock hours of instruction provided during the regular school year or a minimum of 120 clock hours of instruction in summer school.

(ii) Carnegie units of credit for graduation shall be awarded to high school students participating in any joint enrollment program using the ratio referenced in Rule 160-4-2-.34 Postsecondary Options.

7. Local and Responsibilities.

(i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following.

(I) A continuous guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.46
Authority: O.C.G.A. Secs. 20-2-131, 20-2-140, 20-2-142, 20-2-150(a), 20-2-151(a),(b), 20-2-154(a), 20-2-160, 20-2-161.1, 20-2-161.2, 20-2-281(a),(c).
History. Original Rule entitled "High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First time in the 1997-98 School Year and Subsequent Years" adopted. F. Jul. 25, 1997; eff. Aug. 14, 1997.
Amended: F. Jul. 14, 1998; eff. Aug. 3, 1998.

Rule 160-4-2-.47. High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2002-03 School Year and Subsequent Years.

(1) **Purpose.** This rule specifies programs of study that shall be offered by local boards of education for students enrolling in the ninth grade for the first time in the 2002-03 School Year and for subsequent years.

(2) **Definitions.**

(a) **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. For diploma seals with distinction, fine arts courses are also considered core.

(b) **Elective Courses** - any courses identified as "e" in 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.

(c) **Program of study** - selected courses as specified by the State Board of Education that, when successfully completed, will result in a specific seal of endorsement on the High School Diploma.

1. **College Preparatory (CP) Program** - a program of study requiring 22 units. Completion of this program is signified by a High School Diploma with a College Preparatory Seal.

2. **College Preparatory with Distinction (CP+) Program** - a program of study requiring 24 units and a grade-point average in the core courses of 3.0 or above on a four-point scale or 80 numeric grade-point average or above. Completion of this program is signified by a High School Diploma with a College Preparatory Seal of Distinction.

3. **Technology/Career-preparatory (TC) Program** - a program of study requiring 22 units. Completion of this program is signified by a High School Diploma with a Technology/Career-preparatory Seal.

4. **Technology/Career-preparatory with Distinction (TC+) Program** - a program of study requiring 24 units and a grade point average in the core courses of 3.0 or above on a four point scale or 80 numeric grade point average. Completion of this program is signified by a High School Diploma with a Technology/Career-preparatory Seal of Distinction.

(d) **Required courses** - specific courses identified as "r" in 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.

(e) **Seal** - an attachment placed on a high school diploma indicating the successful completion of one or more programs of study.

(f) **Secondary School Credential** - a document awarded to students at the completion of the high school experience.

1. **High School Diploma** - the document with appropriate seal(s) awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. **High School Certificate** - the document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment, but who have earned 22 units.

3. **Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in 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).

(g) **Unit** - one unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

(h) **Unit, Summer School** - one unit of credit awarded for a minimum of 120 clock hours of instruction.

(3) **Requirements.**

(a) Local boards of education 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.

(b) Local boards of education shall require that:

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. Students who enroll in the ninth grade for the first time in the 2002-2003 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

3. **Units Of Credit.**

(i) All state-supported high schools shall make available to all students the programs of study for the required College Preparatory, College Preparatory with Distinction, Technology/Career-preparatory and Technology/Career-preparatory with Distinction programs of study.

(ii) A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart.

(iii) **Areas Of Study CP CP+ TC TC+**

(I) English/Language Arts* 4 4 4 4

(II) Mathematics* 4 4 3** 3**

(III) Science* 3 3 3 3

(IV) Social Studies* 3 3 3 3

(V) Health and Physical Education 1 1 1 1

(VI) Computer Technology and/or Fine Arts and/or Technology/Career preparatory and/or Foreign Language 1 1 1 1

(VII) Foreign Language* 2 2 0 0**

(VIII) Technology/Career-preparatory units***

0 0 4 4

(From core Technology/Career preparatory courses)

(IX) Locally required or elective units

4 4 3** 4**

(X) State Electives from Core Areas - (Courses with a single asterisk) and/or Fine Arts

0 2 0 1

TOTAL UNITS (MINIMUM) 22 24 22 24

* Core Courses

** Technology/Career-preparatory students may want to utilize an elective unit as Foreign Language or as a fourth unit of mathematics depending upon the student's program of study and the student's intentions to enter a University System of Georgia institution or other post-secondary institution. Determination of the appropriate number of mathematics units for each Technology/Career- preparatory program of study shall be determined by the local board of education.

*** Technology/Career-preparatory includes Junior Reserve Officer Training Corps (JROTC).

(iv) **Dual Seal:** To receive both the College Preparatory (CP) or College Preparatory with Distinction (CP+) and the Technology/Career-preparatory (TC) or Technology/Career-preparatory with Distinction (TC+) seal, a student shall complete the requirements as specified in this rule for each seal.

4. **Course Credit.**

(i) Unit credit shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC) for grades 9-12 or those approved by the State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 QCC requirements. For example, a student who takes an Algebra I course in the middle grades that meets 9-12 QCC requirements may be awarded unit credit. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core unit credit.

(ii) Only elective course credit or no course credit may be awarded for courses in which instruction is based on the QCC for grades K-8.

(iii) Completion of a program of study does not necessarily qualify students for the HOPE Scholarship Program.

5. **Areas Of Study.**

(i) Courses that shall earn unit credit in English/language arts, mathematics, science, social studies, health, physical education,

foreign languages, military science, music, visual arts, dance, theatre arts, computer science, education, humanities, personal/interpersonal/ social skills and Technology/Career-preparatory are listed in Rule 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses.

(ii) Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They **must** be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. Courses identified as "c" in Technology/Career-preparatory areas will count as one of the four core Technology/Career-preparatory courses for a T/C or T/C+ program of study. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

(I) **English/Language Arts:** At least one-half 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 other courses identified with an "e" are electives. Grammar/ composition shall be a component of all courses and shall be integrated into the course of study, not isolated.

(II) **Fine Arts:** One elective required of all students may be selected from courses in fine arts. For students working toward diplomas with distinction, two additional elective units are required for College-Preparatory (CP) programs and one additional elective unit is required for Technology/Career-preparatory (T/C) programs. These electives may be chosen from fine arts.

(III) **Foreign Language:** Two units of credit of the same foreign language shall be required for the College Preparatory (CP) and College Preparatory with Distinction (CP+) programs of study. Students whose native language is not English may be considered to have met the foreign language requirement 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. One elective required of all students may be selected from courses in foreign language. For a student who is hearing impaired, American Sign

Language may be taken as an elective or as a core course to fulfill the requirements of the College Preparatory (CP) or College Preparatory with Distinction (CP+) seal. If American Sign Language is to be used to fulfill the college preparatory requirement of two units of the same foreign language, adherence to the requirements in the following paragraph is required. For the purpose of fulfilling the foreign language requirement for a College Preparatory (CP) or College Preparatory with Distinction (CP+) seal, a demonstrated proficiency in American Sign Language shall be accepted as a foreign language if it is determined that a deaf student has a hearing loss which significantly impacts upon the student's ability to learn a foreign language. The IEP Committee shall state in the IEP that American Sign Language is substituting for two units of foreign language. For students who are not hearing impaired, American Sign Language may be taken for one unit of elective credit or for a third unit of foreign language credit.

(IV) **Health and Physical Education:** For each program of study, one unit of credit of 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. Health and physical education courses may be taken as electives for all programs of study. Courses in physical education shall be taken to enhance lifelong fitness and physical activities rather than development of athletic performance.

(V) **Mathematics:** For the College Preparatory (CP) and College Preparatory with Distinction (CP+) programs of study, four units of credit of approved mathematics will be required. The student record shall show credit or equivalency for each of the core courses of Algebra I (27.061); Euclidean Geometry (27.063) or Informal Geometry (27.062); and Algebra II (27.064) and an additional course listed in the College Preparatory Mathematics (27.06) or Advanced Mathematics (27.07) categories or Statistics (27.051). For the student who takes Applied Problem Solving (27.045) and Applied Algebra (27.046), the record shall show credit for Applied Problem Solving (27.045), Applied Algebra (27.046),

Euclidean Geometry (27.063) **or** Informal Geometry (27.062) **or** Applied Geometry (27.047), and Algebra II (27.064). This latter program of study will fulfill admission requirements for some institutions in the University System of Georgia. The Technology/Career-preparatory (TC) and Technology/Career preparatory with Distinction (TC+) programs of study require that a student earn at least three units of mathematics which shall include, as a minimum, Algebra I or its equivalent. To meet the requirements of Algebra I or its equivalent, a student shall earn a unit of credit in (1) Algebra I **or** (2) a locally developed course equivalent to Algebra I that has been approved by the State Board of Education, **or** (3) earn two units of credit by passing both Applied Problem Solving and Applied Algebra **or** (4) two units of credit by passing both Concepts of Problem Solving and Concepts of Algebra.

(VI) **Science:** Students shall earn at least three (3) units of credit in science. Students earning the College Preparatory (CP) or College Preparatory with Distinction (CP+) seal shall satisfactorily complete a physical science, a life science, and one additional science course. Students earning the Technology-Career-preparatory (TC) or Technology/ Career-preparatory with Distinction (TC+) seal shall meet the requirements for the College Preparatory (CP) or College Preparatory with Distinction (CP+) seal or shall pass any three units of science including one physical science, one life science or two units of applied biology/chemistry. Science courses that meet the science requirement for graduation shall be year-long courses with the exception of the third unit of credit. All courses meeting the science requirements for graduation must be laboratory-based.

(VII) **Social Sciences:** At least three units of credit shall be required in social studies. One unit of credit shall be required in United States history. One unit of credit shall be required from the world studies area, e.g., world history or world geography. World history shall be required for the College Preparatory and College Preparatory with Distinction seals. World geography may be taken to meet the world studies requirement for a Technology/Career or

Technology/Career with Distinction seal. One-third or one-half unit of citizenship education (government) shall be required. One-third or one-half unit of Principles of Economics/Business/Free Enterprise shall be required. Systems organized on the quarter system shall add one other one-third social studies unit from the political science/ government area or from the economics area or from the international relations area to the Citizenship Education and Principles of Economics/Business/Free Enterprise courses to complete the unit of credit requirement.

(VIII) **Technology/Career-preparatory:** To receive the Technology/ Career-preparatory (TC) or Technology/Career-preparatory with Distinction (TC+) seal, a student shall complete at least four Technology/ Career-preparatory units, three of which must be concentrated in one occupational or related program areas. One of the four units may include the Program of Education and Career Exploration (PECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI).

6. **Required Procedures For Awarding Units of Credit.**

(i) 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 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.

7. **Local and Responsibilities.**

(i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following:

(I) A continuous guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to

provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnosis and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.47
Authority: O.C.G.A. Secs. 20-2-131, 20-2-140, 20-2-142, 20-2-150, 20-2-151, 20-2-154, 20-2-160, 20-2-161.1, 20-2-161.2, 20-2-281.
History. Original Rule entitled "High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2002-03 School Year and Subsequent Years" adopted. F. Feb. 15, 2002; eff. Mar. 7, 2002.

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.

(1) **PURPOSE**. This rule specifies programs of study that shall be offered by local boards of education for students enrolling in the ninth grade for the first time in the 2008-2009 School Year and for subsequent years.

(2) **DEFINITIONS**.

(a) **Alternate Diploma -** the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is

not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

(b) **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.

(c) **Core Courses** - courses identified as "c" or "r" in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses.

(d) **Elective Courses** - any courses identified as "e" in Rule 160-4-2-.20 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.

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

(f) **Required courses** - specific courses identified as "r" in Rule 160-4-2-.20 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.

(g) **Secondary School Credential** - a document awarded to students at the completion of the high school experience.

1. **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 Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. **High School Certificate** - the document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment, but who have earned 23 units.

3. **Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the

state assessment requirements referenced in 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 IEP.

(h) **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).

(i) **Unit** - one unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

(j) **Unit, Summer School** - one unit of credit awarded for a minimum of 120 clock hours of instruction.

(3) **REQUIREMENTS**.

(a) Local boards of education shall provide secondary school curriculum and 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.

(b) Local boards of education shall require that:

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. Students who enroll in the ninth grade for the first time in the 2008-2009 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

3. **UNITS OF CREDIT.**

(i) All state-supported high schools shall make available to all students the required areas of study.

(ii) A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart.

(iii) **AREAS OF STUDY.**

Units Required

(I)	English/Language Arts*	4
(II)	Mathematics*	4**
(III)	Science*	4
The 4th science unit may be used to meet both the science and elective requirement		
(IV)	Social Studies*	3
	CTAE and/or	
(V)	Modern Language/Latin and/or	3
	Fine Arts	
(VI)	Health and Physical Education*	1
(VII)	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, will have satisfied the **minimum** mathematics requirements for high school graduation.

4. **COURSE CREDIT.**

(i) Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia Performance Standards (GPS) or Common Core Georgia Performance Standards (CCGPS) for grades 9-12 or those approved by the State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS or CCGPS requirements. The IEP, if applicable, shall specify whether core courses taken as part of an IEP shall receive core unit credit.

(ii) No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

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

5. **AREAS OF STUDY**.

(i) Courses that shall earn unit credit are listed in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years.

(ii) Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They **must** be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

(I) **English Language Arts**: Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and 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.

(II) **Mathematics:** Four units of core credit in mathematics shall be required of all students, including Mathematics I or GPS Algebra, or its equivalent and Mathematics II or GPS Geometry, or its equivalent and Mathematics III or 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.

I. 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.

II. 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.

(III) **Science**: Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

(IV) **Social Sciences:** Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics

shall be required. One-half unit of Economics shall be required.

(V) **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.

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

II. **Modern Language/Latin**: All students are encouraged to earn two units of credit in the same modern language/Latin. 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. Technical College System of Georgia institutions 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.

III. **Fine Arts**: Electives may be selected from courses in fine arts.

(VI) **Health and Physical Education:** 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. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions:

1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in rule 160-4-2-.12 and

2) the local Board of Education must approve the use of ROTC courses to satisfy the one required unit in health and physical education.

6. **REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT**.

(i) 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 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.

7. **STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.**

(i) Students with significant cognitive disabilities who entered the ninth grade for the first time prior to the 2020-2021 school year may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

(I) 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

(II) participated in the GAA during middle school and high school, and

(III) 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.

(ii) Students with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma when the student's IEP team determines that the student has:

(I) completed an integrated curriculum based on the Georgia Standards of Excellence (GSE) 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

(II) participated in the GAA during middle school and high school, and

(III) has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

8. **LOCAL AUTHORITIES AND RESPONSIBILITIES.**

(i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following:

(I) A continuous guidance component beginning in middle school. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

Cite as Ga. Comp. R. & Regs. R. 160-4-2-.48
Authority: O.C.G.A. §§ 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151(a); (b); 20-2-154(a); 20-2-160; 20-2-161.1; 20-2-161.2; 20-2-281(a), (c).
History. Original Rule entitled "High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years" adopted. F. Sept. 13, 2007; eff. Oct. 3, 2007.
Amended: F. Jul. 21, 2011; eff. Aug. 10, 2011.
Amended: F. Feb. 20, 2020; eff. Mar. 11, 2020.

Subject 160-4-3. SECONDARY VOCATIONAL EDUCATION.

Rule 160-4-3-.01. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.01

Rule 160-4-3-.02. Local Plan/Application for Vocational Education.

(1) DEFINITION.

(a) Local Plan/Application for Vocational Education - description of programs and funds needed for local school systems to establish, maintain and operate programs of vocational education for middle-and high-school students and appropriate adults.

(2) REQUIREMENTS.

(a) To receive funds for vocational programs the local school systems shall submit an annual application to the department that describes:

1. The vocational education needs of students in the program areas to be served, including any new additional programs.

2. How the findings of previous program evaluations have been used to develop the proposed program.

3. The proposed program of vocational education.

4. Program objectives that address the state goals established for vocational education.

5. How provisions shall be made for facilities, equipment, instructional materials, travel and qualified personnel (directors, supervisors and instructors) at the minimum level prescribed by the department.

6. How the local advisory council on vocational education will show that the projected programs, services and activities identified in the local plan/application were planned with the local school system.

(b) The local school system shall:

1. Plan projected programs, services and activities identified in the plan in consultation with representatives of the educational and training institutions available in the area to be served.

   (i) Make the plan available for review and comment by Community Partners.

2. Coordinate equitable opportunity for participation of students enrolled in private schools.

3. Ensure that programs and services reflect consideration of work force needs; the vocational education needs of potential students; and the educational and training resources in the program area to be served.

4. Obtain approval of local plan/application from the local board and record this action in the minutes.

5. Use federal vocational funds to supplement and not supplant local/state funds.

6. Operate and maintain programs and services at a funding level not less than the level for the prior year.

7. Operate all programs of vocational education funded under the federal vocational education act to prepare students for employment and for making education choices.

8. Provide students in grades 9-12 with access to at least three programs of vocational education.

9. Submit to the department annual program evaluation reports and such other reports as may be required.

10. Attest in each public announcement, bulletin, catalog and all application forms that the local school system does not discriminate on the basis of sex, race, color, national origin or handicap.

(c) EQUIPMENT.

1. Capital outlay related instructional equipment. Local school systems requesting funds to purchase instructional equipment shall:

   (i) Recommend program plans and specifications for a planned facility or expansion of an existing facility for approval by the department.

   (ii) Submit budget request on forms provided by the department.

   (iii) Request approval prior to purchase of equipment. Fund requisition and supporting documents shall be submitted for reimbursement.

   (iv) Enter into an agreement with the department that includes the requirements and limitations on the use of the equipment.

2. Equipment Inventory.

   (i) Local school system shall institute a control system to ensure adequate safeguards to prevent loss, damage or theft of the equipment.

   (ii) Local school system shall submit to the department on forms furnished by the department data to be used in the computerized inventory system.

   (iii) The local school system shall retain such equipment in the programs as long as equipment is needed to accomplish the purpose of the programs.

   (iv) When there is no longer a need for the equipment to accomplish the purpose of the program, the school system shall transfer the equipment to another ongoing vocational program, or

   (v) If the school system has no need for the equipment, the local school system shall report equipment as surplus and request disposition from the department.

(d) Vocational evaluation. The local school system shall participate at least once in a five-year period in an evaluation of vocational programs conducted by the department.

(e) Short-term vocational agriculture and family and consumer sciences. Local school systems approved for short-term classes shall provide out-of-school persons opportunities to increase knowledge and technical skills.

1. Local school systems shall select courses from the approved list found in the Guidelines for Completing Local Plan/Application for Vocational Education available from the department.

2. The local school system shall pay the teacher for up to a maximum of 200 hours for short-term adult vocational classes conducted during the summer or school year if not already being paid from other sources.

3. The local school system shall pay teachers for only the number of hours actually spent for class/laboratory instruction and at an hourly rate of pay calculated from the approved 190-day base state salary schedule.

(f) Grants summary.

1. Each local school system shall:

(i) Submit to the department a Vocational Budget Summary that includes vocational grant funds (except capital outlay) allotted from federal, state vocational, local and other state funds.

(ii) Include Local/Plan Application for Vocational Education funds in the system budget and expend funds in compliance with state and federal guidelines.

(iii) Submit to the department for approval any changes to the approved budget on forms provided.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.02
Authority: O.C.G.A. Secs. 20-2-151(b)(4), 20-2-151(b)(4)(A), 20-2-240, 20-2-280, 20-2-300, 20-4-17.
History. Original Rule entitled "Local Plan/Application for Vocational Education" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended. F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-3-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.03
Authority: O.C.G.A. Secs. 20-2-151(b)(4)(A), 20-2-240(a), 20-4-17(a).
History. Original Rule entitled "Comprehensive High School" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Repealed. F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-3-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.04
Authority: O.C.G.A. Sec. 20-2-300.
History. Original Rule entitled "Vocational Student Organizations" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-3-.05. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.05

Rule 160-4-3-.06. Short-Term Adult Agribusiness Program.

(1) **Definitions.**

(a) Area adult teacher - certified Agricultural Education teacher employed to provide technical assistance to teachers of agriculture in teaching short-term adult classes, assist in improving in-school specialized classes, improve teacher skills, and conduct leadership and career development events.

(b) Agribusiness - a business that provides goods and services for the production, harvesting, processing, marketing and distribution of agricultural products.

(c) Short-Term Adult Agribusiness Program - a short-term program for individuals not currently enrolled in secondary agricultural programs but who are engaged or interested in agriculture and who have special needs or concerns not met by other available means which can be addressed in two or twelve hours of class instruction.

(d) Short-term class or course - a two to twelve hour class offered to students who are 21 years of age or are no longer a part of secondary education.

(e) Short-term adult teacher - a certified full-time teacher of agriculture employed to provide instruction in the Short-Term Adult Agribusiness Program.

(2) **Requirements.**

(a) The school system with an area adult teacher program shall include plans for its funding in the Local Plan/Application for Technology/ Career Preparatory Education.

1. The school system serving as fiscal agent shall receive and distribute state funds for salaries, benefits, travel, supplies and equipment to support the area adult teacher(s).

2. The school system shall receive funds for the employment of area adult teachers on a 12-month basis.

3. Area adult teachers shall be under the direct supervision and control of the regional agriculture coordinator.

4. Area adult teachers shall be headquartered at the regional offices of agricultural education.

5. All employment contracts between area adult teachers and local school systems shall provide at a minimum that:

   (i) All performance evaluations shall be performed by the regional agriculture coordinator or designee.

   (ii) All duties performed by the area adult teacher shall be approved by the regional agriculture coordinator or designee.

   (iii) All absences from assigned duties shall be approved by the regional agriculture coordinator or designee, and

   (iv) Standards to be followed by the area adult teacher in performance of assigned duties shall be as designated in the *Agricultural Education Standards and Policies Manual*.

(b) Local boards of education shall request funds for the Short- Term Adult Agribusiness Program in the Local Plan/Application for Technology/Career Preparatory Education Program.

(c) Standards for operation of the program, reporting and accountability of the Short-Term Adult Agribusiness Program and Area Teacher program shall be according to the requirements in the *Agricultural Education Standards and Policies Manual*.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.06
Authority: O.C.G.A. Sec. 20-2-300, 20-2-307.
History. Original Rule entitled "Adult Agriculture Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Short-Term Adult Agribusiness Program" F. Feb. 17, 1998; eff. Mar. 9, 1998.

Rule 160-4-3-.07. Young Farmer Agribusiness (YFA) Program.

(1) **Definitions.**

(a) Agribusiness - a business that provides goods and services for the production, harvesting, processing, marketing and distribution of agricultural products.

(b) Agriculture - the science and art of producing, harvesting, processing, and marketing plants and animals useful to man.

(c) Young Farmer - an individual who is out of school and whose career objective is to become established and/or more proficient in agricultural production, agricultural management or an agribusiness occupation.

(d) Young Farmer Agribusiness Program - a program that provides educational instruction and opportunities to individuals interested or engaged in agriculture. The program seeks to increase the individual's proficiency in agricultural production, management, agribusiness, and leadership and seeks to meet the mission statement, goals and objectives of the program.

(2) **Requirements.**

(a) Local boards of education implementing a full-time Young Farmer Agribusiness Program shall:

1. Submit to the department by May 1 an initial application for a full-time Young Farmer Agribusiness Program. The application shall include the names of at least 75 individuals who are engaged in farming or an agribusiness occupation and who have interest in the program.

2. Budget for and request funds for the Young Farmer Program in the Local Plan/Application for Technology/Career Preparatory Educational Programs.

3. Receive, contingent upon funding by the Georgia General Assembly, funds for salary, benefits and travel to support the Young Farmer Program and provide a minimum of 20 percent of the funds required for program operation.

4. Make available facilities and equipment.

(b) Operation of the program, reporting and accountability shall be according to the requirements in the *Agricultural Education Standards and Policies Manual*, available from the department.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.07
Authority: O.C.G.A. Sec. 20-2-307.
History. Original Rule entitled "Young Farmer Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Young Farmer Agribusiness (YFA) Program". F. Feb. 17, 1998; eff. Mar. 9, 1998.

Rule 160-4-3-.08. Food Systems Technology Program.

(1) **Definitions.**

(a) Food Systems Technology Program - a program designed to teach and assist persons in the procurement, processing and preserving of food. The program makes it possible for families to preserve the most nutritious foods using modern procedures in a safe environment. A contribution is made toward providing a stored food supply which may serve against natural disasters.

(b) Food systems technology center - a facility maintained and operated by the school system to provide instructional services in preparing, processing and preserving food products.

(2) **Requirements.**

(a) Local boards of education operating food systems technology centers shall:

1. Include the operating budget in the Local Plan/Application for Technology/Career Preparatory Education submitted to the department.

2. Employ teachers to provide training in the preparation of products and the operation of the facility and its equipment.

3. Request funds for the Food Systems Technology Program in the Local Plan/Application for Technology/Career-Preparatory Education Program.

(b) The local board of education shall submit to the department an annual report that reflects the activities accomplished through the Food Systems Technology Program.

(c) Operation of the program, reporting and accountability shall be according to the requirements in the *Agricultural Education Standards and Policies Manual*, available from the department.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.08
Authority: O.C.G.A. Sec. 20-2-307.
History. Original Rule entitled "Foods Systems Technology Program" adopted. F. Feb. 17, 1998; eff. Mar. 9, 1998.

Rule 160-4-3-.09. Extended-Year Technology/Career (Vocational) Education Projects.

(1) **Definitions.**

(a) Agriculture/family and consumer sciences project - a series of planned activities conducted by a student during the summer for which systematic instruction and supervision are provided by the instructor.

(b) Extended year - additional time available for high school technology/career (vocational) personnel to work beyond the regular 190-day school year.

(c) Work site development - contact by instructors with employers for the purpose of supervision and/or placement of students in work-based learning.

(d) Summer school - an instructional course(s) offered during the summer for Carnegie unit credit in one of the technology/career (vocational) instructional areas.

(2) **Requirements.**

(a) The following activities and criteria are applicable for technology/ career (vocational) education personnel involved in summer projects (extended year) funded with technology/career (vocational) grants.

1. Summer school.

2. Work-site development.

3. Agriculture/family and consumer sciences projects.

4. Technology/career (vocational) supervision.

(b) Local school systems applying for extended-year grants to provide summer school technology/career (vocational) programs in high schools shall:

1. Include the summer technology/career (vocational) program in Local Plan/Application submitted to the department.

2. Employ teachers who are state-certified, in-field for participation in the program.

3. Provide supervision of the summer technology/career (vocational) instructional program by a certified administrator.

4. Provide agriculture programs that meet the standards listed in the *Agricultural Education Standards and Policies Manual*.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.09
Authority: O.C.G.A. Secs. 20-2-151(b)(4)(A), 20-2-151(b), 20-2-240(a), 20-2-280, 20-4-17(a).
History. Original Rule entitled "Extended-Year Vocational Education Projects" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Amended: F. May 16, 1996; eff. June 5, 1996.
Repealed: New Rule of same title adopted. F. May 20, 1999; eff. June 9, 1999.

Rule 160-4-3-.10. Eye Protection.

(1) Requirements.

(a) Each local board of education shall adopt a policy for ensuring the safety of every student, teacher and visitor participating in or observing certain courses of instruction in any school.

(b) Such policy shall require that persons wear appropriate industrial quality eye protective equipment at all times while participating in or observing vocational, industrial arts, chemical, physical or any other course of instruction involving exposure to any of the following:

1. molten metal or other molten materials;

2. milling, sawing, turning, shaping, cutting, grinding or stamping on any solid materials;

3. heat treatment, tempering or kiln-firing of any metal or other materials;

4. gas or electric arc welding or other forms of welding process;

5. repair or servicing of any vehicle;

6. caustic or explosive materials;

7. finishing materials and solvents;

8. injurious radiations or other hazards.

(c) Each school shall provide eye protection equipment to every student, teacher and visitor while using or observing machines or operations same as in paragraph (b) above.

1. Each school shall keep eye protection equipment that is clean, in good repair, durable, capable of being disinfected and that meets the requirements specified in "Practice for Occupational and Educational Eye and Face Protection", American National Standards Institute, Z87.1-1968 Use of equipment with structural or optical defects shall be prohibited.

2. Persons whose vision requires the use of eye glasses shall be provided goggles that can be worn over corrective spectacles without disturbing the adjustment of the spectacles.

(d) Each school that uses lasers in classrooms and laboratories shall register them with the Georgia Department of Human Resources and adhere to the Rules and Regulations for Laser Radiation, Chapter 290-5-27, Ga. Department of Human Resources.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.10
Authority: O.C.G.A. Sec. 20-9-1.
History. Original Rule entitled "Eye Protection" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Rule 160-4-3-.11. Extended Day Grant Program.

(1) **DEFINITION.**

(a) **Agriculture Education Extended Day Grants -** grants to local school systems for the purpose of providing instructional services and leadership development activities and supervision of agricultural projects beyond the regular school day.

(b) **Career and Technical Education Extended Day Grants** - grants to local school systems for the purpose of delivering work-based learning services/experiences and leadership development activities beyond the regular school day for students in career and technical education programs.

(2) **REQUIREMENTS.**

(a) Each local school system electing to implement an extended-day for Agriculture Education and Career and Technical education grant program with state funds shall:

1. Pay for extended-day work performed in addition to the regular school day to high school teachers in state-approved program areas offered in grades 9-12. Agriculture Education and Career and Technical Education programs shall qualify for extendedday grant salary based on the minimum hourly rate on the state-approved 190-day base salary schedule.

2. Provide teachers who deliver extended-day instructional and leadership development activities with a planning period during the regular school day.

3. Schedule teachers who provide extended day instructional and leadership development activities to teach no more than one segment out of field.

4. Participate in the extended-day accountability reporting process.

(i) Submit for approval to the department for each extended-day teacher a program of work that contains the schedule of approved work-based

learning services, instructional and leadership development activities to be implemented during the extended day and the number of students to be served.

(ii) Submit to the department an annual report that documents the work-based learning programs, instructional services, and leadership development activities provided through the extended day program and the enrollment of students participating in the extended-day activities.

(iii) Maintain in the office of the career, technical and agricultural education director the schedule of approved extended day activities for each teacher and the enrollment of participating students.

(b) Local school systems shall utilize extended-day grant funds to support work based learning, instructional services, and leadership development activities in agriculture education and career and technical education programs.

(c) **Agricultural Education Extended Day Grants.**

1. Supervised Agricultural Experience. Extended day pay shall be provided to any certified agricultural education teacher who works beyond the regular work day to provide instructional services and supervise entrepreneurial projects, placement, agriscience, and research projects related to the student's classroom instruction.

2. Leadership Development. Extended day pay shall be provided for any certified agricultural education teacher who works beyond the regular work day to provide leadership and career development opportunities through the Future Farmers of America (FFA) Organization.

3. Teachers receiving agricultural education extended day pay shall meet the program requirements listed in the *Agriculture Education Program Standards and Policies Manual.*

(d) **Career and Technical Education Extended Day Grants.**

1. Work-based Learning. Extended-day grants shall be provided for qualified career and technical education teachers who work beyond the regular work day to develop work-based learning sites, place students, supervise student placement, and coordinate work-based learning activities with classroom instruction. Operation of the work-based learning program shall be in accordance with the guidelines in the *Georgia Work-Based Learning Manual.*

2. Leadership Development. Extended-day grants shall be provided for qualified career and technical education teachers who work beyond the regular work day to provide students with leadership and career development opportunities in cocurricular career and technical student organizations.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.11
Authority: O.C.G.A. §§ 20-2-151, 20-2-182(e).
History. Original Rule entitled "Extended-Day Program" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. July 19, 1996; eff. August 8, 1996.
Repealed: New Rule of same title adopted. F. May 20, 1999; eff. June 9, 1999.
Repealed: New Rule entitled "Extended Day Grant Program" adopted. F. June 29, 2000; eff. July 19, 2000.
Note: Correction of non-substantive typographical error in Rule title on website, "Extended-Day Grant Program" corrected to "Extended Day Grant Program" (hyphen deleted), as requested by the Agency. Effective September 7, 2016.
Amended: F. Aug. 18, 2016; eff. Sept. 7, 2016.

Rule 160-4-3-.12. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.12
Authority: O.C.G.A. Sec. 20-2-182(d).
History. Original Rule entitled "Extended-Day Program for school Year 1991-92" was f. as ER 160-4-3-0.4-.12, on Sept. 18, 1991, eff. Sept. 12, 1991, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject superseding this ER, as specified by the Agency.
Amended: Permanent Rule, same title, adopted. F. Nov. 21, 1991; eff. Dec. 11, 1991.
Repealed: F. Jul. 17, 1992; eff. Aug. 6, 1992.

Rule 160-4-3-.13. Youth Apprenticeship Programs.

(1) **DEFINITIONS.**

(a) **Completer Certificate -** a credential issued by the Georgia Department of Education that certifies that a student has mastered skills at levels recognized by industry and has completed all the requirements of the Youth Apprenticeship Program.

(b) **School-based learning -** academic and occupational objectives directly linked to skill standards contained in a program of study that leads to a Completer Certificate.

(c) **Skill Standards -** academic and occupational standards validated by industry that prepared students for employment in a broad occupational cluster or an industry sector.

(d) **Training Plan -** work-site performance objectives linked directly to skill standards.

(e) **Work-based mentor -** an employee or individual approved by the employer and school who possesses the skills and knowledge that the student must master and whose responsibilities are to instruct the apprentice, evaluate his or her performance and work in consultation with the youth apprenticeship coordinator.

(f) **Youth apprenticeship -** a category of Work-Based Learning that integrates school-based learning and a training plan coordinated with business, industry and labor that facilitates the transition from secondary to postsecondary education by providing the apprentice the opportunity to earn a high school diploma, post secondary credential/diploma and a completer certificate.

(2) **REQUIREMENTS.**

(a) Each local board of education or apprenticeship consortium receiving grant funds for a Youth Apprenticeship Program shall have a youth apprenticeship coordinator who shall participate in training provided by the Georgia Department of Education.

(b) Each Youth Apprenticeship Program site shall be approved by the Georgia Department of Education.

(c) Each local board of education or apprenticeship consortium receiving grant funds for a Youth Apprenticeship Program shall require the following:

1. A detailed training agreement and training plan that is jointly developed by the school, business/industry, student and parent. This plan shall specify the skill standards to be mastered in the work environment and the progression of skills the student must acquire to earn credit. This plan shall also specify the criteria to be used to evaluate student performance.

2. A minimum of one unit of credit must be earned by the student in a related career pathway prior to student placement on the job site.

3. A minimum of 720 hours of on-the-job skill training must be completed by students enrolled in the Youth Apprenticeship Program (YAP) for awarding of the Completer Certificate.

4. Assigned mentors both on the job and at the school shall be involved in evaluation of the student's performance.

5. Instruction and necessary remediation in the pathway related to the work site placement shall be provided as needed.

6. A broad range of activities shall be focused on skills related to the student's career pathway.

7. Development and use of recruitment materials shall be developed jointly by the school system and business community.

8. Adherence to the standards shall be required as outlined in the Georgia Work-Based Learning Manual.

(d) Grant applications will be evaluated by a review team, and grants will be awarded on a competitive basis to local boards of education or apprenticeship consortia that meet the criteria identified in the grant application.

1. Competitive grant applications must be submitted to the Georgia Department of Education no later than May each year.

2. Grant applications must identify occupational clusters(s), postsecondary partner(s) and industry/business sponsor(s).

3. Grant applications must address apprenticeship criteria cited in paragraph (2)(c).

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.13
Authority: O.C.G.A. § 20-2-161.2.
History. Original Rule entitled "Youth Apprenticeship Programs" adopted. F. Apr. 17, 1995; eff. May 7, 1995.
Amended: F. Feb. 19, 2015; eff. Mar. 11, 2015.

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

(1) **DEFINITIONS.**

(a) **Career Related Education -** A broad category of career development activities consisting of Career Awareness, Career Exploration, Instructional Related Activities, and Connecting Activities that provide the foundational skills necessary for implementation of Work-Based Learning.

(b) **Georgia Department of Education (GaDOE) -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(c) **Georgia Professional Standards Commission (PSC) -** the state agency created by O.C.G.A. § 20-2-983 and authorized to assume full responsibility for the certification, preparation, and conduct of certified, licensed, or permitted

personnel employed in Georgia, and the development and administration of teacher certification testing.

(d) **Local Educational Agency (LEA)** - local school system pursuant to local board of education control and management.

(e) **State Board of Education (SBOE)** - constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(f) **Work-Based Learning Coordinator** - School personnel with proper training required to administer Career Related Education including supervision of work-based learning placements. Student enrollment in Work-Based Learning may be in any combination of the five defined categories: Youth Apprenticeship, Internship, Cooperative Education, Great Promise Partnership, and Employability Skill Development as defined in GaDOE's Georgia Work-Based Learning Program Standards and Guidelines.

(g) **Work-Based Learning Placement** - A core component of Career, Technical and Agricultural Education (CTAE) programs which include a coherent sequence of courses and contributes to the development of core and higher order academic competencies, fundamental workplace skills, and specific occupational skills. Agreements are developed between business and industry partners and the local educational agencies to release students for a portion of the school day for structured learning at a job site.

(2) **REQUIREMENTS.**

(a) LEAs shall provide Work-Based Learning in CTAE programs which facilitate the school-to-career transition and culminate in work-based learning placements for students aged 15 or over in any public school in this state.

(b) LEAs shall ensure that all Work-Based Learning placements are consistent with applicable state and federal laws, State Board of Education rules, and local board of education policies.

(c) LEAs shall ensure that the Work-Based Learning Coordinator has a manageable workload for student placements consistent with the class size for CTAE classes as defined in State Board Rule 160-5-1-.08 and performs duties consistent with the standards for Work-Based Learning.

(d) The Work-Based Learning Coordinator shall be available for work site supervision during the periods students are released from school for work-based learning placements and shall not be encumbered with assigned classes or other regular duties during those times.

(e) Each Work-Based Learning Coordinator shall submit the annual Work-Based Learning Data Report according to the process established by GaDOE's Division of Career, Technical and Agricultural Education.

(f) Each Work-Based Learning Coordinator shall maintain an accurate, up-to-date database of student records as specified by GaDOE's Division of Career, Technical and Agricultural Education.

(g) Career Related Education activities including Work-Based Learning placement opportunities shall be conducted in accordance with the guidelines in the *Georgia Career Related Education Manual including Standards and Guidelines for Work-Based Learning*, available from GaDOE's Division of Career, Technical and Agricultural Education.

(h) Each Work-Based Learning Coordinator supervising students enrolled in GaDOE-approved work-based learning courses shall meet one of the following requirements:

1. Hold a valid Work-Based Learning endorsement (formerly DCT) issued by the Professional Standards Commission and have completed a State approved Work-Based Learning training session within the past five years.

2. Hold a valid certificate in any CTAE field and have completed a GaDOE-approved Work-Based Learning training session within the past five years.

3. Serve as a coordinator for the Youth Apprenticeship Program only and attend a GaDOE-approved Work-Based Learning training session within the past five years.

Cite as Ga. Comp. R. & Regs. R. 160-4-3-.14
Authority: O.C.G.A. §§ 20-2-151(b); 20-2-161; 20-2-161.2.
History. Original Rule entitled "Work-Based Learning Programs" adopted. F. Jun. 16, 1999; eff. July 6, 1999.
Amended: F. Jun. 9, 2011; eff. Jun. 29, 2011.
Amended: F. Feb. 17, 2022; eff. Mar. 9, 2022.

Subject 160-4-4. INSTRUCTIONAL MEDIA/RESOURCES.

Rule 160-4-4-.01. Media Programs.

(1) **Requirements.**

(a) Each local board of education shall adopt a media policy that

1. Provides for the establishment of a media committee at the system level and at each school.

2. Requires development of procedures for the school system and for

   (i) Selecting materials locally,

   (ii) Handling requests for reconsideration of materials,

   (iii) Considering gifts of instructional resources,

   (iv) Using non-school owned materials,

   (v) Complying with copyright law.

(b) The local school superintendent shall appoint a system media contact person to serve as liaison to the department.

(c) Each school shall have a media center staffed by media personnel in accordance with Rule 160-5-1-.22 Personnel Required and shall develop processes to implement system media policy and procedures. The following shall be included in school media program implementation.

1. A plan for flexibly scheduled media center access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need.

2. A media committee that makes recommendations and decisions related to planning, operation, evaluation and improvement of the media program. This committee shall annually evaluate media services and develop a multi-year media plan for budget and services priorities.

3. Collaborative planning that includes joint determination by media specialist and teachers to ensure use of media center resources and services that support on-going classroom instruction and implementation of the state-adopted curriculum.

Cite as Ga. Comp. R. & Regs. R. 160-4-4-.01
Authority: O.C.G.A. Secs. 20-2-167; 20-2-168(b); 20-2-184; P.L. 94-533.
History. Original Rule entitled "Media Programs" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. May 26, 1998; eff. June 15, 1998.

Rule 160-4-4-.02 to 160-4-4-.09. RESERVED.

Cite as Ga. Comp. R. & Regs. R. 160-4-4-.02 to 160-4-4-.09

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

(1) **DEFINITIONS.**

(a) **Agreement** - the document that states a publisher is in compliance with certain specifications and conditions.

(b) **Georgia Learning Resources Guide (state guide)** - those learning resources that have been state-recommended.

(c) **Learning Resources** - instructional materials and content to include but not limited to systematically designed material in any medium, including digital instructional materials and content and any computer hardware, software, and technical equipment necessary to support such instructional materials and content that constitute the principal source of study for a state funded course to be used in the various grades in the public schools of this state, including the elementary grades and high school grades. Learning resources include textbooks, ebooks, software, online materials and programs and specialized formats, i.e., Braille, audio, digital, DVDs, large print or other versions. Instructional resources shall also include any materials previously defined by the State Board as "textbook/instructional materials". The Board does not intend any change in this rule to have any effect on current or past textbook contracts.

(d) **Learning Resources Recommendation Cycle And Process (recommendation cycle) -** the period of time when state recommendation takes place for each program area in all state-funded courses as specified in Rule 160-4-2-.20 State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years.. In each year of the cycle, state recommendation activities and events take place for a different group of state-funded courses which results in state recommendation and a state guide. These activities and events are contingent upon budget funding.

(e) **State Learning Resources Advisory Committee (state committee) -** individuals recommended by the State Board of Education and the state superintendent of schools and approved by the State Board of Education to examine learning resources and to make recommendations.

(f) **State Learning Resources recommendation (state recommendation) -** the action, taken by the State Board of Education on recommendation from the state committee, that identifies those learning resources that are recommended to local school systems.

(2) **REQUIREMENTS FOR LOCAL SCHOOL SYSTEMS.**

(a) Each local school system shall update annually and have on file in the superintendent's office an implementation plan for the adoption of learning resources which is based upon but not limited to the most recent state recommendation for the given subject area(s).

(3) **INSTRUCTIONAL MATERIALS AND CONTENT.**

(a) As used in Code Section 20-2-1017, the term "locally approved instructional materials and content" means instructional materials and content, as defined by the State Board of Education pursuant to Code Section 20-2-1010, which constitute the principal source of study for a state funded course, not including supplementary or ancillary material, which is adopted by a local board of education or used by a local school system. Supplementary or ancillary material includes, but is not limited to, articles, online simulations, worksheets, novels, biographies, speeches, videos, music, and similar resources in any medium, including both physical or digital.

(b) Each local board of education shall establish a review and recommendation process for any locally approved instructional materials and content that are adopted or used by the local school system. Such process shall include notice to parents and guardians by the most practical means, which may be accomplished in the same manner as other notices to parents and guardians, and the opportunity for public comment and parental input prior to the adoption or use of any proposed instructional materials and content. As part of such process, the local board of education shall post in a prominent location on its website, and make available for review in print form upon request, a list of proposed instructional materials and content for public review, including the version or edition number, if applicable; the state funded course number for which the instructional resource will be used, if applicable; and the identification number, in accordance with any guidelines established by the State Board of Education.

(c)

(1) Each local board of education shall make all proposed and locally approved instructional materials and content used by the local school system available for review on site upon request. Each local board of education shall make any supplementary or ancillary material used by the local school system at a school available for review upon request by any parent of a student in the school or who will be matriculating to such school. The local board of education may specify reasonable hours for review.

(2) Each local board of education shall designate at least one employee to serve as the contact person for any inquiries related to or requests for review of locally approved instructional materials and content and supplementary or ancillary material and to coordinate its efforts to comply with and carry out its responsibilities under this Code section.

(d) In addition, each local school system and each school which maintains a website shall post in a prominent location on such website a list of the locally approved instructional materials and content that are used by such school system or school. For each locally approved instructional resource, such list shall include the version or edition number, if applicable; the state funded course number for which the instructional resource will be used, if applicable; and the identification number, in accordance with any guidelines established by the State Board of Education.

(4) **MINIMUM REQUIREMENTS FOR PUBLISHERS.**

(a) Publishers shall adhere to the terms and conditions set forth in the current year's Georgia Learning Resources Recommendation Agreement.

(b) Publishers shall annually submit required forms to the Department by established deadlines. These forms are available from the Department.

(c) Publishers shall deliver learning resources submitted for review and possible recommendation to specific evaluation sites on dates set by the Department.

(d) Publishers shall guarantee that any non-consumable student learning resource or any electronic medium submitted for recommendation shall withstand normal use during the specified recommendation cycle and shall also agree to replace immediately, at no cost to the ordering school system, any such items that do not stand up to normal use.

(e) Publishers shall guarantee the timely delivery of learning resources to school systems.

(f) Publishers shall sell learning resources to local school systems at the lowest price offered to any state or school district in the United States during the period of the recommendation. Publishers shall also guarantee that prices submitted as part of the agreement shall be the fixed maximum costs for those materials over the period of the recommendation agreement. Publishers shall automatically reduce the price of said learning resources to the State Board of Education and/or any Georgia school system to the extent that reductions are made elsewhere in the United States.

(g) Publishers shall furnish to each local school system purchasing the recommended learning resources those items that are free of charge, such as on teacher's edition for each teacher using classroom sets of the recommended ordered learning resources. If a publisher makes any additional learning resources available at no charge to one school system, it shall make the same learning resources available at no charge to all other school systems purchasing the recommended learning resources.

(h) Publishers, publishing agents or any group or individual with a vested interest in the learning resources being evaluated are prohibited from contacting a state committee member for the purpose of influencing the evaluation of learning resources by the committee. In the event that such contact is identified, the state committee is authorized to present a recommendation to the State Board of Education that may result in the removal of submitted learning resources of the publisher from recommendation consideration.

(i) Appeals regarding decision made by the Learning Resources Advisory Committee or the Georgia Department of Education shall be made in writing to the state superintendent of schools within 10 working days of the date of written notification to the publisher of the committee's recommendations. The appeal shall specify the decision being appealed. The state superintendent shall submit the appeal for resolution to the State Board of Education.

1. Prior to making its decision, the State Board of Education may either require submission of additional information from the Learning Resources Advisory Committee or the party submitting the appeal, or it may require reconsideration of the recommendation(s) by the Learning Resources Advisory Committee.

(j) Any publisher desiring to request a waiver of any requirement shall follow procedures established in Rule 160-1-3-.02 Suspension of Rules and Laws (Waiver).

Cite as Ga. Comp. R. & Regs. R. 160-4-4-.10
Authority: O.C.G.A. §§ 20-2-133, 20-2-168(b), 20-2-1010, 20-2-1011, 20-2-1012, 20-2-103, 20-2-1014, 20-2-1015, 20-2-1017.
History. Original Rule entitled "Textbook Selection and Adoption" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Amended: F. Apr. 24, 1991; eff. May 13, 1991.
Amended: ER. 160-4-4-0.7-.10 adopted. F. and eff. Feb. 9, 1995, the date of adoption.
Amended: Permanent Rule adopted. F. Apr. 17, 1995; eff. May 7, 1995.
Amended: F. July 19, 1996; eff. August 8, 1996.
Amended: F. Dec. 9, 1997; eff. Dec. 29, 1997.
Amended: Rule retitled "Textbook/Instructional Materials Selection and Recommendation". F. Sept. 12, 2002; eff. Oct. 2, 2002.
Repealed: New Rule entitled "Learning Resources Selection and Recommendation" adopted. F. Feb. 8, 2007; eff. Feb. 28, 2007.
Amended: F. Jan. 21, 2011; eff. Feb. 10, 2011.
Amended: New title "Instructional Materials Selection and Recommendation." F. Aug. 18, 2016; eff. Sept. 7, 2016.
Note: Correction of recently discovered non-substantive typographical errors as requested by the Board, in subparagraphs (2)(a) and (4)(h), ". leaning resources." corrected to ". learning resources.", as originally promulgated and adopted. Effective February 16, 2023.

Rule 160-4-4-.11 to 160-4-4-.19. RESERVED.

Cite as Ga. Comp. R. & Regs. R. 160-4-4-.11 to 160-4-4-.19

Rule 160-4-4-.20. Instructional Materials Advisory Committee.

(1) **DEFINITIONS.**

(a) **Learning Resources -** instructional materials and content to include but not be limited to systematically designed material in any medium, including digital instructional materials and content and any computer hardware, software, and technical equipment necessary to support such instructional materials and content, that constitutes the principal source of study for a state funded course to be used in the various grades in the public schools of this state, including the elementary grades and high school grades. Learning resources include textbooks, ebooks, software, on-line material and programs and specialized formats, i.e., Braille, audio, digital, DVDs, large-print or other versions. Instructional resources shall also include any materials previously defined by the State Board as "textbook/instructional materials." The Board does not intend any change in this rule to have any effect on current or past textbook contracts.

(b) **State Learning Resources Advisory Committee (state committee) -** individuals recommended by State Board members and the state superintendent of schools and approved by the State Board to examine learning resources and to make recommendations.

(c) **State learning resources recommendation (state recommendation) -** those learning resources that have been approved by the State Board of Education on recommendations from the state committee, that identifies those learning resources that may be purchased by local school systems with state funds.

(2) **REQUIREMENTS.**

(a) The State Board of Education may select a committee or committees of educators actually engaged in public school work in this state to examine instructional materials and content and make recommendations thereon to the state board. Such committee or committees may consist of such number of educators as the state board may deem advisable. They may serve for such time and for such duties as the state board may prescribe and may receive such compensation as may be fixed by the state board.

(b) In the event that the State Board of Education elects to provide for state approved instructional materials and content, the State Board of Education shall establish a review and recommendation process in accordance with this paragraph. Such process shall include the opportunity for public comment and parental input prior to the adoption of any proposed instructional materials and content. As part of such process, the State Board of Education shall post in a prominent location on its website a list of proposed instructional materials and content for public review, including the version or edition number, if applicable; the state-funded course number for which the instructional resource will be used; and the identification

number, in accordance with any guidelines established by the State Board of Education. The State Board of Education shall make all state approved instructional materials and content available for review upon request and may specify reasonable hours for review. If state instructional materials and content are approved, the state board shall designate at least one employee to serve as the contact person for any inquiries related to or requests for review of state approved instructional materials and content and to coordinate its efforts to comply with and carry out its responsibilities under this subsection.

(c) Each state committee shall be approved by the state board and shall be composed of members representative of the subject area(s)/grade(s) being recommended. They shall be selected from each congressional district by State Board members and from the state at large by the state superintendent of schools. Appointees shall include educators from public schools and the lay public.

1. Appointees shall serve until a new committee is appointed to be responsible for consideration of the same subject area(s)/grade(s).

2. The state committee shall:

(i) Assure that all learning resources submitted during the recommendation process are evaluated in local communities;

(ii) Assure that only those learning resources considered to be of the highest quality are recommended for state recommendation;

(iii) Have open meetings; and

(iv) Present to the state board a list of recommended titles.

(d) Members of the state committee shall not have been employed within the preceding two years by any publisher, producer or distributor of learning resources. Members shall be released from the committee if they accept employment with any author, producer, publisher or distributor of learning resources while serving on the state committee.

(e) While serving on the state committee, members shall not receive any item of value from any author, producer, publisher or distributor of learning resources, except for copies of the sample learning resources to be evaluated. Members shall not sell or otherwise dispose of samples in any manner that results in personal gain.

Cite as Ga. Comp. R. & Regs. R. 160-4-4-.20
Authority: O.C.G.A §§ 20-2-1010, 20-2-1012.
History. Original Rule entitled "Textbook Advisory Committee" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Textbook/Instructional Materials Advisory Committee." F. Dec. 9, 1997; eff. Dec. 29, 1997.
Repealed: New Rule entitled "Learning Resources Advisory Committee" adopted. F. Feb. 8, 2007; eff. Feb. 28,

2007.
Amended: New title "Instructional Materials Advisory Committee." F. Aug. 18, 2016; eff. Sept. 7, 2016.

Subject 160-4-5. COMPENSATORY EDUCATION.

Rule 160-4-5-.01. Remedial Education.

(1) **DEFINITIONS.**

(a) **Georgia Milestones Assessment System (Georgia Milestones) -** a criterion-referenced test, administered in grades 3 through 8 at the end of each grade and high school at the end of each State Board identified course designed to measure student mastery of the state's content standards and provide a signal of preparedness for the next grade, course, or educational endeavor, be that college or career. Georgia Milestones includes a norm-referenced component to provide national comparison data.

(b) **Remedial educational program**- an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, or mathematics.

(2) **REQUIREMENTS.**

(a) Students participating in the Remedial Education Program (REP) shall meet requirements as stated in O.C.G.A. § 20-2-154 and in the *Georgia Department of Education Remedial Education Program Guidelines*. Students in grades 6-12 may be eligible for services if they meet two or more of the following criteria:

1. The student has been through the formal student support team process as specified in Rule 160-4-2-.32 Student Support Team and has documented evidence to support the placement in remedial education.

2. The student has failed either a language arts or a mathematics course in grades 6-12.

3. The student is receiving services under the current Elementary and Secondary Education Act of 1965, Title I, Part A.

4. The student has been recommended by the teacher who has documented any of the following student information:

(i) Low performance in reading.

(ii) Low performance in mathematics.

(iii) Inability to verbally express ideas or to write or dictate a meaningful sentence.

5. In the absence of Georgia Milestones scores, other current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics.

6. For participation in middle school remediation programs, the most recent Georgia Milestones end-of-grade scores indicate the student is in the "Beginning Learners" achievement level in English language arts or mathematics, or has a reading status of "Below Grade Level."

7. For participation in high school remediation programs, the most recent Georgia Milestones end-of-course or end-of-grade scores indicate the student is in the "Beginning Learners" achievement level in English language arts or mathematics, or has a reading status of "Below Grade Level."

(b) The number of students eligible for participation in REP shall not exceed 25 percent of the school's most recent FTE count for grades 6-12.

(c) Schools with more than 50 percent of their students eligible for free or reduced-price lunches may provide remedial education services for a higher percent of students up to 35 percent of the school's full-time equivalent population in grades 6-12.

(d) Each year the Georgia Department of Education (GaDOE) shall utilize data submitted by local school systems during the regular student records collection process to conduct an evaluation of REP. By June of each year, the local school systems shall report the achievement results to GaDOE of all students who received instructional services through the REP in the content area(s) in which they were served. At a minimum, the evaluation shall include the following components:

1. For students in grades six through eight, a report of the number and percentage of REP students who scored as a "Developing Learner" or above on the appropriate grade-level Georgia Milestones English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is "At or Above Grade Level."

2. For students in grades 9-12 who are not enrolled in a course associated with a Georgia Milestones end-of-course assessment (and therefore will not have a state assessment score), a report of the number and percentage of REP students who passed a system-made test in reading, writing, or mathematics

where test items came from the Georgia On-Line Formative Assessment Resource (GOFAR) at grade eight and above. Systems may also choose to use standardized system level assessments of achievement.

3. For students enrolled in a course(s) with an associated Georgia Milestones end-of-course assessment, a report of the number and percentage of REP students who scored as a "Developing Learner" or above on the appropriate Georgia Milestones end-of-course English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is "At or Above Grade Level."

Cite as Ga. Comp. R. & Regs. R. 160-4-5-.01
Authority: O.C.G.A. § 20-2-154.
History. Original Rule entitled "Remedial Education" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: New Rule of same title adopted. F. Sept. 18, 1991; eff. Oct. 8, 1991.
Amended: F. Feb. 17, 1998; eff. Mar. 9, 1998.
Amended: F. June 29, 2000; eff. July 19, 2000.
Amended: F. July 23, 2001; eff. August 12, 2001.
Amended: F. June 16, 2003, eff. July 6, 2003.
Amended: F. July 14, 2006; eff. August 3, 2006.
Amended: F. Sept. 14, 2006; eff. Oct. 4, 2006.
Amended: F. May 5, 2016; eff. May 25, 2016.

Rule 160-4-5-.02. Language Instruction Program for English Learners (ELs).

(1) **DEFINITIONS.**

(a) **English Learners (ELs) -** students whose primary or home language is other than English and who are eligible for English language instruction based on the results of an English language proficiency assessment.

(b) **English language proficiency (ELP) -** the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English.

(c) **English to Speakers of Other Languages (ESOL) -** a language instruction educational program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs.

(d) **Georgia Department of Education -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(e) **Home Language Survey -** a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home.

(f) **Language instruction -** language programs and strategies that promote academic language development for English learner students.

(g) **Local Educational Agency (LEA) -** local school system pursuant to local board of education control and management.

(h) **School -** any building or special entity as defined in State Board of Education Rule 160-5-1-.03 Identification and Reporting of Schools.

(i) **State adopted English proficiency measure -** an English language proficiency assessment administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains; and providing data for meeting federal and state requirements.

(j) **State adopted English proficiency screening measure -** a formal measure of social and academic English language proficiency that assesses students' need for initial placement in language instruction educational programs.

(k) **State adopted English language proficiency standards -** a set of statements derived from the listening, speaking, reading, and writing language domains that describe developmental levels of language proficiency that students need to construct social, instructional, and academic communication.

(l) **Student Record -** the state's required end-of-year student data collection.

(2) **REQUIREMENTS.**

(a) Eligibility for entry into and exit from English learner status and language instruction programs.

1. Prior to entry into a school in Georgia, each student's parent or guardian shall complete the required Home Language Survey to determine if a language other than English is used in the home or is the student's first language or home language. All students whose first language or home language includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure. Further guidance is in the ESOL Resource Guide.

2. Initial eligibility for language instruction programs shall be determined by the student's score on the state-adopted English proficiency screening measure.

   (i) Students who have an English language proficiency score below proficient on the state-adopted English proficiency screening measure shall be determined to be English learners (ELs) and shall be eligible for language instruction programs and services. Coding guidance for ELs is in the ESOL Resource Guide.

   (ii) Students who have an English language proficiency score at or above proficient on the state-adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language instruction. Coding guidance for non-ELs is in the ESOL Resource Guide.

3. All ELs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students whose scores on the state-adopted English proficiency measure do not meet the state EL exit criteria shall continue to be eligible for language instruction.

4. Exiting from EL status and ESOL instruction.

   (i) Clear EL exit determinations are based on the composite score of the state-adopted English proficiency measure. A student who exits the language instruction program via a clear exit determination shall be considered English proficient. Additional guidance is in the ESOL Resource Guide.

   (ii) Students whose composite scores on the state-adopted English proficiency measure do not meet the score required for clear exit determination may be considered English proficient following an LEA's reclassification review. The reclassification review procedures are applied uniformly statewide, as established in the ESOL Resource Guide.

   (iii) Students who are deemed English proficient shall not be eligible for continued language instruction and shall be exited from EL status and ESOL programs.

   (iv) Each LEA shall monitor students who are considered English proficient for two years after exit from language instruction programs. Coding guidance for exited ELs is in the ESOL Resource Guide. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom

performance and teacher observations for the purpose of ensuring the successful transition to the general classroom. Additional guidance is in the ESOL Resource Guide.

(b) ESOL language programs' delivery models.

1. LEAs and schools shall provide English language instruction to all ELs. Such instruction shall be provided through the state funded ESOL program or placement in a locally developed language instruction educational program. ESOL language programs shall address the English language proficiency standards needed to be successful in the academic content standards. Approved instructional delivery models include:

   (i) Pull-out model - EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.

   (ii) Push-in/Collaborative model (within reading, language arts, mathematics, science, or social studies) - EL students remain in the core academic class where they receive content instruction from the content area teacher along with targeted language instruction from the ESOL teacher.

   (iii) Resource center/laboratory - EL students receive language instruction in an individual or group setting supplemented by multimedia materials or digital language learning resources.

   (iv) Scheduled language acquisition - In a class composed only of ELs, students receive language instruction in foundational social and instructional English and in the academic languages of content from the ESOL teacher.

   (v) Scheduled language acquisition at a newcomer program - In a class composed only of ELs who are participating in a newcomer program for recently arrived immigrants, students receive instruction in foundational social and instructional English and in the academic languages of content from the ESOL teacher.

   (vi) Sheltered content - In a class composed only of ELs, students at the middle and high school levels receive language and content instruction from the content teacher with ESOL professional qualifications.

(vii) Sheltered content at a newcomer program - In a class composed only of ELs at the middle and high school level who are participating in a newcomer program for recently arrived immigrants, students receive language and content instruction from the content teacher with ESOL professional qualifications.

(viii) Dual language immersion model - students participating in a dual language immersion program receive English language instruction from the teacher with ESOL professional qualifications providing instruction during the English portion of the academic day.

(ix) Innovative delivery model approved in advance by the Georgia Department of Education for traditional LEAs (without a waiver of this rule or O.C.G.A. § 20-2-156).

(c) Language instruction curricula and assessment.

1. Language instruction educational curricula in the state funded ESOL program shall consist of plans of instruction which are adapted to the English language proficiency of students and are designed to develop:

   1) listening, speaking, reading, writing and American cultural concepts and

   2) the language of academic instruction used in language arts, mathematics, science, social studies, fine arts and physical education.

2. All English learners shall be assessed annually for language proficiency. ELs shall also participate in state assessments pursuant to Georgia State Board of Education rule 160-3-1-.07 Testing Programs-Student Assessment.

(d) Funding.

1. Students identified as eligible for language instruction who are served by the state funded ESOL program shall receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, ESOL served students in grades K-3 shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.

   (i) The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

(ii) The state funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.

Cite as Ga. Comp. R. & Regs. R. 160-4-5-.02
Authority: O.C.G.A. § 20-2-156.
History. Original Rule entitled "Language Assistance: Program for Limited English Proficient (LEP) Students" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Nov. 13, 1992; eff. Dec. 3, 1992.
Amended: F. Aug. 20, 1999; eff. Sept. 9, 1999.
Amended: F. July 23, 2001; eff. August 12, 2001.
Repealed: New Rule entitled "Language Assistance: Program for English Language Learners (ELLs)" adopted. F. June 8, 2006; eff. June 28, 2006.
Amended: Rule entitled "Language Assistance: Program for English Learners (ELs)." F. Jul. 21, 2011; eff. Aug. 10, 2011.
Amended: May 9, 2013; eff. May 29, 2013
Amended: F. July 17, 2015; eff. August 6, 2015.
Amended: F. Sep. 28, 2017; eff. Oct. 18, 2017.
Amended: New title "Language Instruction Program for English Learners (ELs)." F. Oct. 1, 2020; eff. Oct. 21, 2020.

Rule 160-4-5-.03. [Repealed].

Cite as Ga. Comp. R. & Regs. R. 160-4-5-.03
Authority: O.C.G.A. § 20-2.
History. Original Rule entitled "Supplemental Educational Services" adopted. F. July 12, 2004; eff. August 1, 2004.
Repealed: New Rule entitled "Supplemental Educational Services (SES) in Title I Schools" adopted. F. Oct. 14, 2005; eff. Nov. 3, 2005.
Amended: F. Oct. 9, 2008; eff. Oct. 29, 2008.
Repealed: F. May 5, 2016; eff. May 25, 2016.

Subject 160-4-7. SPECIAL EDUCATION.

Rule 160-4-7-.01. Purpose for Exceptional Students Rules.

(1) **PURPOSE**. These rules are designed to:

(a) Ensure that all eligible children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living; [34 C.F.R. § 300.1(a)]

(b) Ensure that the rights of children with disabilities and their parents are protected; [34 C.F.R. § 300.1(b)]

(c) Assist educational agencies to provide for the education of all children with disabilities; and [34 C.F.R. § 300.1(c)]

(d) Assess and ensure the effectiveness of efforts to educate children with disabilities. [34 C.F.R. § 300.1(d)]

(2) **APPLICABILITY TO STATE AND LOCAL AGENCIES.**

(a) Public agencies within the State. These provisions -

1. Apply to all political subdivisions of Georgia that are involved in the education of children with disabilities, including:

(i) The Georgia Department of Education (GaDOE);

(ii) Local educational agencies (LEAs), regional educational service agencies (RESAs), state schools and state charter schools;

(iii) Other State agencies with educational programs and schools such as the Department of Human Resources and Department of Labor; and,

(iv) The Department of Corrections, Department of Juvenile Justice and other local correctional facilities. [34 C.F.R. § 300.2(b)(1)(i) - (iv)]

2. Are binding on each public agency in the State that provides special education and related services to children with disabilities, regardless of whether that agency is receiving funds under the Individuals with Disabilities Education Improvement Act (IDEA 2004). [34 C.F.R. § 300.2(b)(2)]

(b) Private schools and facilities. Each public agency in the State is responsible for ensuring that the rights and protections under IDEA 2004 are given to children with disabilities -

1. Referred to or placed in private schools and facilities by that public agency; or

2. Placed in private schools by their parents when FAPE is at issue. [34 C.F.R. § 300.2(c)(1) - (2)]

(3) **STATE ADVISORY PANEL.** The State must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in Georgia. [34 C.F.R. § 300.167]

(a) The advisory panel must consist of members appointed by the State Board of Education, be representative of the State population and be composed of

individuals involved in, or concerned with the education of children with disabilities, including:

1. Parents of children with disabilities (ages birth through 26);

2. Individuals with disabilities;

3. Teachers;

4. Representatives of institutions of higher education that prepare special education and related services personnel;

5. State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, (42 U.S.C. 11431*et seq.*);

6. Administrators of programs for children with disabilities;

7. Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;

8. Representatives of private schools and public charter schools;

9. Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;

10. A representative from the State child welfare agency responsible for foster care; and

11. Representatives from the State juvenile and adult corrections agencies. [34 C.F.R. § 300.168(a)(1) - (11)]

(b) Special rule. A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities (ages birth through 26). [34 C.F.R. § 300.168(b)]

(c) Duties. The advisory panel must:

1. Advise the GaDOE of unmet needs within the State in the education of children with disabilities;

2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;

3. Advise the GaDOE in developing evaluations and reporting on data to the Secretary of the United States Department of Education;

4. Advise the GaDOE in developing corrective action plans to address findings identified in Federal monitoring reports; and

5. Advise the GaDOE in developing and implementing policies relating to the coordination of services for children with disabilities. [34 C.F.R. § 300.169(a) - (e)]

(4) **LIMITATION.** Unless specifically stated in these Rules, it is not the intention of these Rules to change or expand the rights or responsibilities provided under any Federal law or regulation.

(5) **This rule shall become effective July 1, 2007**.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.01
Authority: O.C.G.A. Secs. 20-2-150, 20-2-152, 20-2-160, 20-2-161, 20-2-240.
History. Original Rule entitled "Definitions" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: Rule retitled "Categories of Eligibility". F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Definitions" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Purpose for Exceptional Students Rules" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.02. Free and Appropriate Public Education (FAPE).

(1) **GENERAL.**

(a) A free appropriate public education (FAPE) must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 160-4-7-.18 Discipline. [34 C.F.R. § 300.101(a); 34 C.F.R. § 300.530(d)]

(b) If a student is receiving services upon reaching age 22, the LEA shall have a written procedure that identifies a process for completing services to which the adult student has been previously entitled. LEAs shall state in writing that the goal is to secure the successful transition of students to their desired post-school outcomes and will collaborate to complete that transition by age 22. If a student is still attending school at age 22, the LEA shall state whether services will cease on the student's 22nd birthday, or will continue until the end of the semester or until the end of the current school year. If an adult student remains after their 22nd birthday, the LEA shall notify the adult student and the parent(s) that although services will continue, no individual entitlement to FAPE or other rights under IDEA are afforded the adult student.

(c) FAPE for children beginning at age 3. Each LEA must ensure that:

1. The obligation to make FAPE available to each eligible child residing in the LEA begins no later than the child's third birthday; and

2. An IEP or an IFSP is in effect for the child by that date. [34 C.F.R. § 300.101(b)(1)(i) - ii)]

3. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP or IFSP will begin. [34 C.F.R. § 300.101(b)(2)]

(d) Children advancing from grade to grade.

1. Each LEA must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. [34 C.F.R. § 300.101(c)(1)]

2. The determination that a child described above is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations. [34 C.F.R. § 300.101(c)(2)]

(2) **LIMITATION** - exception to FAPE for certain ages.

(a) General. The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:

1. Adult students aged 18 through 21, who, in the last educational placement, prior to their incarceration in an adult correctional facility:

(i) Were not actually identified as being a child with a disability;

(ii) Did not have an IEP in effect; and [34 C.F.R. § 300.102(a)(2)(i)(A) - (B)]

(iii) Graduates from high school with a regular high school diploma. This constitutes a change in placement, requiring written prior notice. [34 C.F.R. § 300.102(a)(3)(iii)]

2. The exception does not apply to adult students with disabilities, aged 18 through 21, who:

(i) Had been identified as a child with a disability and had received services in accordance with an IEP but who left school prior to their incarceration in an adult correctional facility or local jail;

(ii) Did not have an IEP in their last educational setting, but who had actually been identified as a child with a disability; or [34 C.F.R. § 300.102(a)(2)(ii)(A) - (B)]

(iii) Have graduated from high school but have not been awarded a regular high school diploma. [34 C.F.R. § 300.102(a)(3)(ii)]

(iv) The term regular high school diploma does not include an alternative degree that is not aligned with the State's academic standards such as a special education diploma, certificate of attendance or a general educational development credential (GED). [34 C.F.R. § 300.102(a)(3)(iv)]

(b) Documents relating to exceptions. The LEA must assure that the information it has provided is current and accurate. [34 C.F.R. § 300.102(b)]

(3) **FAPE--METHODS AND PAYMENTS.**

(a) Georgia may use whatever State, local, Federal, and private sources of support that are available in the State to meet the requirements of this Rule. For example, if it is necessary to place a child with a disability in a residential facility, Georgia could use joint agreements between the agencies involved for sharing the cost of that placement. [34 C.F.R. § 300.103(a)]

(b) Nothing relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a child with a disability. [34 C.F.R. § 300.103(b)]

(c) The LEA must ensure that there is no delay in implementing a child's IEP, including any case in which the payment source for providing or paying for special education and related services to the child is being determined. [34 C.F.R. § 300.103(c)]

(d) Children with disabilities who are covered by public benefits or insurance.

1. A LEA may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted by the public benefits or insurance [34 C.F.R. § 300.154(d)(1)] except -

(i) With regard to services required to provide FAPE, the LEA may not require the parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE; [34 C.F.R. § 300.154(d)(2)(i)]

(ii) The LEA may not require the parents to incur any out-of-pocket expenses such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but may pay the cost the parents would otherwise be required to pay; and [34 C.F.R. § 300.154(d)(2)(ii)]

(iii) The LEA may not use a child's benefits under a public benefits or insurance program if that use would -

(I) Decrease available lifetime coverage or any other insured benefit;

(II) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and are required for the child outside of the time the child is in school;

(III) Increase premiums or lead to the discontinuation of benefits or insurance; or

(IV) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenses; and [34 C.F.R. § 300.154(d)(2)(iii)]

2. The LEA shall obtain parental consent prior to accessing a child's or parent's public benefits or insurance for the first time and after providing notification to the child's parents consistent with paragraph (3)(d)3. of this rule and 34 C.F.R. § 300.154(d)(2)(v). The parental consent to access a child's or parent's public benefits or insurance shall:

(i) Meet the requirements of 34 C.F.R. § 99.30 and 34 C.F.R. § 300.622 by specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child), the purpose of the disclosure (e.g., billing for services provided under IDEA), and the agency to which the disclosure may be made (e.g. the Georgia Department of Community Health); and

(ii) Specify that the parent understands and agrees that the LEA may access child's or parent's public benefits or insurance to pay for services provided under IDEA. [34 C.F.R. § 300.154(d)(2)(iv)]

3. Prior to accessing a child's or parent's public benefits or insurance for the first time, and annually thereafter, the LEA shall provide written notification to the child's parents consistent with 34 C.F.R. § 300.503(c) that includes:

   (i) A statement of parental consent provisions in 34 C.F.R. § 300.154(d)(2)(iv)(A) - (B);

   (ii) A statement of the "no cost" provisions in 34 C.F.R. § 300.154(d)(2)(i) - (iii);

   (iii) A statement that the parents have the right under 34 C.F.R. part 99 and 34 C.F.R. part 300 to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program at any time; and

   (iv) A statement that the withdrawal of consent or refusal to provide consent under 34 C.F.R. part 99 and 34 C.F.R. part 300 to disclose personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents. [34 C.F.R. § 300.154(d)(2)(v)]

(e) Children with disabilities who are covered by private insurance.

1. With regard to services required to provide FAPE to an eligible child, a LEA may access the parents private insurance proceeds only if the parents provide consent. [34 C.F.R. § 300.154(e)]

2. Each time the LEA proposes to access the parents' private insurance proceeds, the LEA must -

   (i) Obtain parental consent; and

   (ii) Inform the parents that their refusal to permit the LEA to access their private insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents. [34 C.F.R. § 300.154(e)(2)(i) - (ii)]

(4) **RESIDENTIAL PLACEMENT.**

If placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-

medical care and room and board, must be at no cost to the parents of the child. [34 C.F.R. § 300.104]

(5) **ACCESSIBLE INSTRUCTIONAL MATERIALS.**

(a) LEAs will provide print instructional materials in specialized, accessible formats (i.e. Braille, audio, digital, large-print, etc.) to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that children with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities. [See 34 C.F.R. § 300.172(a); § 300.172(b)(4)]

1. Print instructional materials include textbooks and related core materials that are required by the LEA for use by children in the classroom.

2. Specialized formats refer to Braille, audio, or digital text which is exclusively for use by children who are blind or other persons with print disabilities. Large print formats are also included when the materials are distributed exclusively for use by children who are blind or other persons with disabilities. [17 U.S.C. § 121(d)(4)]

   (i) Specialized formats do not include altering the content (e.g. breadth, depth, or complexity) of the print instructional material in the production of accessible instructional materials.

3. Children who are blind or print disabled include:

   (i) Children whose visual acuity, as determined by a competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter if visual field subtends an angular distance no greater than 20 degrees.

   (ii) Children whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material.

   (iii) Children certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.

   (iv) Children certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner. [36 C.F.R. § 701.6(b)(1)]

5. The following groups of individuals are eligible to certify children who are blind or other print disabled for specialized format instructional materials:

(i) In cases of blindness, visual disability, or physical limitations "competent authority" is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).

(ii) In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines. [36 C.F.R. § 701.6(b)(2)]

(b) In order to insure the timely provision of high quality, accessible instructional materials to children who are blind and other print disabled, the LEA must adopt the National Instructional Materials Accessibility Standard (NIMAS).

1. The NIMAS refers to a standard for source files created by textbook publishers for the purpose of producing accessible instructional materials. NIMAS files are not child ready files and will be used by authorized users and entities to produce accessible materials for children who are blind and visually impaired.

2. Children who are certified as blind or other print disabled are eligible to receive accessible instructional materials produced with NIMAS files.

(c) The LEA may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production and delivery of accessible materials to children who are blind or other print disabled.

1. The NIMAC refers to the central repository which is responsible for processing, storing, and distributing NIMAS files of textbooks and core instructional materials.

2. LEAs must provide written assurances to the GaDOE regarding their intention to coordinate with the NIMAC.

3. LEAs coordinating with the NIMAC will require textbook publishers to deliver the contents of the print instructional materials to the NIMAC in a NIMAS format file on or before delivery of the print instructional materials. The files will be used in the production of accessible instructional materials.

4. LEAs coordinating with the NIMAC may also purchase instructional materials from the textbook publishers that are produced in or may be rendered in a specialized format.

(d) If the LEA chooses not to coordinate with the NIMAC, assurances must be made to the GaDOE that the LEA will provide accessible instructional materials to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that students with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities. [34 C.F.R. § 300.210(b)(2)]

1. LEAs that do not coordinate with the NIMAC will be responsible for purchasing, producing or otherwise providing high-quality, accessible instructional materials in specialized formats in a timely manner for children who are blind or print disabled. LEAs will take all reasonable steps to ensure that students with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

(e) The LEA is also responsible for providing accessible materials to children who require instructional materials in accessible formats, but who do not qualify for the materials under the definition of blind and other print disabled or who need materials that can not be produced from NIMAS. [20 U.S.C. § 1413(a)(6)]

(f) Some children who require accessible instructional materials will need assistive technology to access the materials (e.g. text reader to read digital file, screen magnification program to read digital file).

(6) **ASSISTIVE TECHNOLOGY.**

(a) Children with disabilities who require assistive technology in order to receive a free appropriate public education (FAPE) are eligible for assistive technology devices or services, or both, as a part of the child's special education, related services, or supplemental aids and services.

(b) Each IEP Team will consider whether or not a child requires assistive technology devices and services in order to receive a free appropriate public education (FAPE). Minimal compliance will be indicating the appropriate response in the Consideration of Special Factors section of the IEP. Assistive technology can also be addressed when considering other factors such as communication needs and instruction in the use of Braille. [34 C.F.R. § 300.324]

(c) An assistive technology evaluation may be required if appropriate assistive technology solutions are not known to the child's IEP Team through the consideration process. This evaluation shall be conducted by a multidisciplinary team of professionals knowledgeable about assistive technology devices in the technology areas being assessed. The child and family should also be included in this evaluation process. The evaluation should result in recommendations for assistive technology devices and services, if required.

(d) If the child's IEP Team determines that assistive technology devices or services are required for the child to receive a FAPE, a statement to that effect must be included in the child's IEP.

1. If assistive technology is required for the child to participate in districtwide or Statewide testing, the need for technology should be documented in the appropriate section of the IEP and provided to the child.

2. If assistive technology devices or services, or both, are required for a child who is blind or other print disabled to access alternative format instructional materials, the assistive technology should be documented in the IEP and provided to the child.

(e) If the IEP Team determines that the child with a disability requires school-purchased assistive technology at home or in other settings to receive a FAPE, the assistive technology must be provided to the child at no cost to the parent. The need for assistive technology in the non-school settings should be documented in the child's IEP. [34 CFR § 300.105]

(7) **EXTENDED SCHOOL YEAR SERVICES.**

(a) Each LEA must ensure that extended school year services are available as necessary to provide a FAPE. [34 C.F.R. § 300.106(a)(1)]

1. Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. [34 C.F.R. § 300.106(a)(2)]

2. In implementing the requirements of this section, the LEA may not -

(i) Limit extended school year services to particular categories of disability; or

(ii) Unilaterally limit the type, amount, or duration of those services. [34 C.F.R. § 300.106(a)(3)(i) - (ii)]

(b) Definition. As used in this Rule, the term extended school year services means special education and related services that -

1. Are provided to a child with a disability:

(i) Beyond the normal school year of the LEA;

(ii) In accordance with the child's IEP;

(iii) At no cost to the parents of the child; and

(iv) Meet the standards of the State. [34 C.F.R. § 300.106(b)(1) - (2)]

(8) **NONACADEMIC SERVICES**.

(a) Each LEA must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities equal opportunity for participation in those services and activities. [34 C.F.R. § 300.107(a)]

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the LEA and assistance in making outside employment available. [34 C.F.R. § 300.107(b)]

(9) **PHYSICAL EDUCATION.**

The LEA must ensure that its public schools comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the LEA enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades. [34 C.F.R. § 300.108(a)]

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless -

1. The child is enrolled full time in a separate facility; or

2. The child needs specially designed physical education, as prescribed in the child's IEP. [34 C.F.R. § 300.108(b)]

(c) Special physical education. If specially designed physical education is prescribed in a child's IEP, the LEA responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs. [34 C.F.R. § 300.108(c)]

(d) Education in separate facilities. The LEA responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child

receives appropriate physical education services in compliance with this Rule. [34 C.F.R. § 300.108(d)]

(10) **FULL EDUCATIONAL OPPORTUNITY GOAL (FEOG).**

Each LEA must have in effect policies and procedures to demonstrate that the LEA has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and a detailed timetable for accomplishing that goal. [34 C.F.R. § 300.109]

(11) **CHARTER SCHOOLS.**

(a) Children with disabilities who attend public charter schools and their parents retain all rights to a FAPE as described in this Rule. [34 C.F.R. § 300.209(a)]

(b) Charter schools that are public schools of an LEA. Each LEA must ensure that charter schools that are public schools of the LEA must -

1. Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

2. Provide funds to those charter schools at the same time and on the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities. [34 C.F.R. § 300.209(b)]

(c) Public charter schools that are LEAs. If the public charter school is an LEA, that charter school is responsible for ensuring that all of these requirements are met. [34 C.F.R. § 300.209(c)]

(12) **PROGRAM OPTIONS.**

Each LEA shall takes steps to ensure that children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the LEA, including art, music, and Career, Technical and Agricultural Education. [34 C.F.R. § 300.110]

(13) **ROUTINE CHECKING OF HEARING AIDS/OTHER COMPONENTS.**

(a) Hearing aids. Each LEA must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. [34 C.F.R. § 300.113(a)]

(b) External components of surgically implanted medical devices. Each LEA must ensure that the external components of surgically implanted medical devices are functioning properly. The LEA is not responsible for the post-surgical maintenance, programming or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device). [34 C.F.R. § 300.113(b)]

(14) **PROHIBITION ON MANDATORY MEDICATION.**

(a) Each LEA must prohibit personnel from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation or receiving services. [34 C.F.R. § 300.174(a)]

(b) Nothing under paragraph (14)(a) above shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a child's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services as it relates to child find. [34 C.F.R. § 300.174(b)]

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.02
Authority: O.C.G.A. § 20-2-133; 20-2-152; 20-2-240.
History. Original Rule entitled "Student Support Team" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: Rule retitled "Pre-referral Procedures". F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Categories of Eligibility" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Free and Appropriate Public Education (FAPE)" adopted. F. June 14, 2007; eff. July 4, 2007.
Amended: May 9, 2013; eff. May 29, 2013.

Rule 160-4-7-.03. Child Find Procedures.

(1) **DEFINITIONS.**

(a) Definitions related to all special education rules can be found in State Board of Education Rule 160-4-7-.21 DEFINITIONS.

(2) **GENERAL.**

(a) Each LEA must have in effect policies and procedures to ensure that all suspected children with disabilities, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. [34 C.F.R. § 300.111]

(b) Each LEA shall ensure that before conducting any significant activity that is designed to identify, locate or evaluate children, annual notice must be published or announced in newspapers or other media, or both, to notify parents of this activity. [34 C.F.R. § 300.612(b)]

(c) These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through age 21 to include:

1. Children birth through age three. An LEA may fulfill its child find responsibility through referral to the Babies Can't Wait early intervention program operated by the Department of Public Health.

2. Preschool children, ages 3-5, not yet eligible for state-funded kindergarten.

3. Children enrolled in the LEA schools including public charter schools.

4. Children who are suspected of being children with disabilities and in need of special education, even though they are progressing from grade to grade. [34 C.F.R. § 300.111(c)(1)]

5. Highly mobile children, including migrant children. [34 C.F.R. § 300.111(c)(2)]

6. Children who are detained or incarcerated in city/county operated jails or correctional facilities.

7. Children who reside in the LEA and are enrolled in home school/study programs.

8. Parentally-placed private school children. [34 C.F.R. § 300.131(a)]

   (i) Children enrolled by their parents in private, including religious, elementary and secondary schools located in the LEA's jurisdiction. [34 C.F.R. § 300.130]

(d) Each LEA must have in effect policies and procedures to ensure a practical method is developed and implemented to determine which children are currently receiving needed special education and related services. [34 C.F.R. § 300.111(a)(ii)]

1. Each LEA shall submit to the Georgia Department of Education (GaDOE), in an electronic format specified by GaDOE, data requested by the GaDOE on all children ages 3 through 21 who have been found eligible for special education and related services.

2. All data shall be accurate and timely. [34 C.F.R. § 300.645]

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.03
Authority: O.C.G.A. §§ 20-2-152, 20-2-240.
History. Original Rule entitled "Procedural Safeguards" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Dec. 14, 1990; eff. Jan. 3, 1991.
Amended: F. Jan. 25, 1994, eff. Feb. 14, 1994.
Repealed: New Rule entitled "Child Find Procedures" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule of same title adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.
Amended: F. Mar. 23, 2023; eff. Apr. 12, 2023.

Rule 160-4-7-.04. Evaluations and Reevaluations.

(1) **INITIAL EVALUATIONS.**

(a) Each LEA must conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability. [34 C.F.R. § 300.301(a)]

1. Each LEA shall ensure that evaluation procedures are established and implemented that meet the requirements of this Rule.

(b) Once a child is referred for an evaluation by a parent or Student Support Team (SST) to determine if the child is a child with a disability, the initial evaluation:

1. Must be completed within 60 calendar days of receiving parental consent for evaluation. [34 C.F.R. § 300.301(c)(1)(i)]

(i) Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:

(ii) Any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period.

(I) Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe.

(II) Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.

2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child. [34 C.F.R. § 300.301(c)(2)(i) - (ii)]

(c) The timeframe described above does not apply to a LEA if:

1. The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or

2. A child enrolls in a school of another LEA after the relevant timeline in this Rule has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability; [34 C.F.R. § 300.301(d)(1) - (2)]

3. The exception in (c)2. above applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation and the parent and subsequent LEA have agreed to a specific time when the evaluation will be completed. [34 C.F.R. § 300.301(e)]

4. If extenuating circumstances, e.g., illness, unusual evaluation needs, or revocation of parent's consent for evaluation affect this time line, the LEA shall document the exceptions.

(2) **PARENTAL CONSENT FOR EVALUATION**.

(a) The LEA proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability shall, after providing notice, obtain an informed consent from the parents of such child before the evaluation is conducted. The LEA must make reasonable efforts to obtain the informed consent from the parents. To meet the reasonable efforts requirement, the LEA must document its attempts to obtain parental consent using procedures that may include detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits. [34 C.F.R. § 300.300(a)(1)(i); § 300.300(a)(1)(iii); § 300.300(d)(5); § 300.322(d)(1) - (3)]

(b) If the parents of a child refuses consent for the evaluation or the parents fail to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation of the child by utilizing the mediation and impartial due process hearing procedures provided for in the procedural safeguards. However, if a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or such parent fails to respond to a request to provide consent, the LEA may not use the consent override procedures, and the

LEA is not required to consider the child as eligible for services. [34 C.F.R. § 300.300(a)(3)(i); § 300.300(d)(4)(i) - (ii)]

(c) For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the LEA is not required to obtain informed consent from the parent for initial evaluation to determine whether the child is a child with a disability if -

1. Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child;

2. The rights of the parents of the child have been terminated in accordance with State law; or

3. The rights of the parents to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. § 300.300(a)(2)(i) - (iii)]

(d) Other consent requirements.

1. Parental consent is not required before -

(i) Reviewing existing data as part of an evaluation or a reevaluation; or

(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children. [34 C.F.R. § 300.300(d)(1)(i) - (ii)]

(iii) The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation. This shall not be considered to be an evaluation for eligibility for special education and related services. [34 C.F.R. § 300.302]

(3) **REEVALUATION.**

(a) Each LEA must ensure that a reevaluation of each child with a disability is conducted at least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary:

1. If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrants a reevaluation; or

2. If the child's parent or teacher requests a reevaluation. [34 C.F.R. § 300.303(a)(1) - (2); § 300.303(b)(2)]

(b) Limitation. A reevaluation may not occur more than once a year, unless the parent and the LEA agree otherwise; and must occur at least once every 3 years, unless the parent and the LEA agree that a re-evaluation is unnecessary. [34 C.F.R. § 300.303(b)]

(c) Each LEA shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if the LEA can demonstrate that it has taken reasonable measures to obtain such consent and the child's parents failed to respond. [34 C.F.R. § 300.300(c)(1) - (2)]

(4) **EVALUATION PROCEDURES.**

(a) Notice. The LEA shall provide notice to the parents of a child suspected with a disability, in accordance with all notice requirements as described in Rule 160-4-7-.09 Procedural Safeguards/Parent Rights. [34 C.F.R. § 300.304(a)]

(b) Conduct of evaluation. In conducting an evaluation, the LEA must -

1. Use a variety of evaluation tools and strategies to gather relevant academic, functional and developmental information about the child, including information provided by the parents that may assist in determining:

   (i) Whether the child is a child with a disability; and

   (ii) The content of the child's individualized education program including information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities);

2. Not use any single procedure as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;

3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. [34 C.F.R. § 300.304(b)(1) - (3)]

(c) Other evaluation procedures. Each LEA shall ensure that:

1. Assessments and other evaluation materials used to assess a child under this section:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the evaluations or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments. [34 C.F.R. § 300.304(c)(1)(i) - (v)]

2. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. [34 C.F.R. § 300.304(c)(4)]

3. Evaluation tools and strategies are used which provide relevant information that directly assists persons in determining the educational needs of the child. [34 C.F.R. § 300.304(c)(7)]

4. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient. [34 C.F.R. § 300.304(c)(2)]

5. Assessment selection and administration is such that, when administered to a child with impaired sensory, manual or speaking skills, the results accurately reflect the child's aptitude or achievement level, or whatever other factors the assessment purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills, except where those skills are the factors which the assessment purports to measure. [34 C.F.R. § 300.304(c)(3)]

6. If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, i.e., the qualifications of the person administering the test or the method of test administration must be included in the evaluation report.

7. In evaluating each child with a disability under this rule, the evaluation shall be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. [34 C.F.R. § 300.304(c)(6)]

8. Evaluations of children with disabilities who transfer from one LEA to another LEA in the same school year are coordinated with those children's prior and subsequent schools, as necessary and expeditiously as possible, to ensure prompt completion of full evaluations. [34 C.F.R. § 300.304(c)(5)]

9. The evaluation of children referred because of learning and/or behavior problems is the responsibility of a multidisciplinary evaluation team. For children who require a psychological and clinical evaluation, it must be conducted by a qualified psychological examiner:

   (i) Qualified Psychological Examiner Requirements.

   (ii) Initial evaluation results used for consideration of eligibility for special education, if not provided by a school psychologist with a valid S-5 (or higher) certificate in school psychology, shall be from one of the following:

      (I) A psychologist licensed by the Georgia Board of Examiners of Psychologists and having training and experience in school psychology or child clinical psychology.

      (II) A full-time graduate student in an approved, properly supervised school psychology or child clinical psychology training program internship/practicum, who has completed a minimum of one year of approved appropriate graduate training.

      (III) A Georgia Merit System employee who has a classification rating of psychologist, senior psychologist, or psychology program specialist.

(5) **ADDITIONAL REQUIREMENTS.**

(a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the parent and other qualified professionals, as appropriate, must review existing evaluation data on the child, including:

1. Evaluations and information provided by the parents of the child;

2. Current classroom-based, local, or State assessments and classroom-based observations; and

3. Observations by teachers and related services providers. [34 C.F.R. § 300.305(a)(1)(i) - (iii)]

(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

1. Whether the child is a child with a disability and the educational needs of the child, or in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child; [34 C.F.R. § 300.305(a)(2)(i)(A) - (B)]

2. The present levels of academic achievement and related developmental needs of the child; [34 C.F.R. § 300.305(a)(2)(ii)]

3. Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and [34 C.F.R. § 300.305(a)(2)(iii)(A) - (B)]

4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum. [34 C.F.R. § 300.305(a)(2)(iv)]

(c) The parent and other qualified professionals may conduct its review without a meeting. [34 C.F.R. § 300.305(b)]

(d) The LEA must administer such assessments and other evaluation measures as may be needed to produce the data identified. [34 C.F.R. § 300.305(c)]

(e) Requirements if additional data are not needed -

1. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, the LEA:

(i) Must notify the child's parents of that determination and the reasons for it and notify the parents of the right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs; [34 C.F.R. § 300.305(d)(1)(i) - (ii)]

(ii) Is not required to conduct such an evaluation to determine whether the child continues to be a child with a disability unless requested by the child's parents. [34 C.F.R. § 300.305(d)(2)]

(f) Evaluations before change in eligibility. The LEA must evaluate a child with a disability before determining that the child is no longer a child with a disability. [34 C.F.R. § 300.305(e)(1)]

1. The evaluation is not required before termination of a child's disability due to graduation from high school with a regular education diploma, or due to exceeding the age eligibility for FAPE. [34 C.F.R. § 300.305(e)(2)]

2. However, the LEA must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals. [34 C.F.R. § 300.305(e)(3)]

(6) **DETERMINATION OF ELIGIBILITY.**

(a) Upon completion of the administration of tests and other evaluation measures -

1. A group of qualified professionals and the parents of the child (Eligibility Team) determines whether the child is a child with a disability and the educational needs of the child; and

2. The LEA provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parents. [34 C.F.R. § 300.306(a)(1) - (2)]

(b) In making a determination of eligibility, a child must not be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability. [34 C.F.R. § 300.306(b)(1) - (2)]

(c) Procedures for determining eligibility and educational need.

1. In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each LEA must -

(i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior;

(ii) Ensure that information obtained from all of these sources is documented and carefully considered. [34 C.F.R. § 300.306(c)(1)(i) - (ii)]

2. If a determination is made that

(i) A child has a disability,

(ii) And the disability affects educational performance (academic, functional and/or developmental) and

(iii) The child needs special education and related services, an eligibility document and IEP must be developed for the child. [34 C.F.R. § 300.306(c)(2)]

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.04
Authority: O.C.G.A. Secs. 20-2-133, 20-2-150, 20-2-152, 20-2-168, 20-2-240, 20-2-302, 20-2-1160.
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Repealed: New Rule entitled "Free Appropriate Public Education" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Evaluations and Reevaluations" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.

Rule 160-4-7-.05. Eligibility Determination and Categories of Eligibility.

(1) **DEFINITIONS.** A child or youth from 3 through 21 years of age is considered to have a disability under the Individuals with Disabilities Education Improvement Act (IDEA 2004) if the child or youth meets the eligibility criteria in any of the following areas and needs special education and related services.

(a) **Autism spectrum disorder.**

(b) **Deafblind**.

(c) **Deaf/hard of hearing.**

(d) **Emotional and behavioral disorder.**

(e) **Intellectual disability (mild, moderate, severe, profound).**

(f) **Orthopedic impairment.**

(g) **Other health impairment.**

(h) **Significant developmental delay.**

(i) **Specific learning disability.**

(j) **Speech-language impairment.**

(k) **Traumatic brain injury.**

(l) **Visual impairment.**

(2) **DETERMINATION OF ELIGIBILITY.**

(a) Upon completion of the administration of assessments and other measures, a group of qualified professionals and the parents of the child (Eligibility Team) determine whether the child is a child with a disability and the educational needs of the child. [34 C.F.R. § 300.306(a)(1)]

(b) The LEA shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. [34 C.F.R. § 300.306(a)(2)]

(c) A child must not be determined to be a child with a disability if the primary factor for that determination is -

1. Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA);

2. Lack of appropriate instruction in mathematics; or

3. Limited English proficiency; and

4. If the child does not otherwise meet the eligibility criteria under this Rule. [34 C.F.R. § 300.306(b)(1) - (2)]

(d) In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each LEA must:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior;

2. Ensure that information obtained from all of these sources is documented and carefully considered. [34 C.F.R. § 300.306(c)(1)]

3. If a determination is made that a child has a disability, and the disability adversely affects educational performance (academic, functional and/or developmental) and therefore needs special education and related services, an IEP must be developed for the child in accordance with Rule 160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM. [34 C.F.R. § 300.306(c)(2)]

(3) **ELIGIBILITY REPORT.** An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.

(a) For those children determined not eligible for special education and related services the eligibility report shall clearly explain the Eligibility Team's determination.

(b) The parent of the child shall receive a copy of the eligibility report at no cost to the parent. [34 C.F.R. § 300.306(a)(2)]

Appendix (a): AUTISM SPECTRUM DISORDER (AUT).

Definition.

Autism spectrum disorder is a developmental disability generally evident before age three that adversely affects a child's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. Other characteristics often associated with autism spectrum disorder are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental change or change in daily routines. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance as defined in (d). Children with autism spectrum disorder vary widely in their abilities and behavior. [34 C.F.R. § 300.8(c)(1)(i)]

The term of autism spectrum disorder includes all subtypes of Pervasive Developmental Disorder (such as Autistic Disorder; Rett's Disorder; Childhood Disintegrative Disorder; Asperger Syndrome; and Pervasive Developmental Disorder, Not Otherwise Specified) provided the child's educational performance is adversely affected and the child meets the eligibility criteria. Autism spectrum disorder may exist concurrently with other areas of disability.

Evaluations and Assessments

The following evaluations and assessments shall be utilized to determine the presence of the characteristics of autism spectrum disorder.

1. Comprehensive psychological evaluation to include a formal assessment of intellectual functioning and an assessment of adaptive behavior.

2. Educational evaluation to include an assessment of educational performance and current functioning levels.

3. Communication evaluation to include assessment of verbal and non-verbal communication, prosody (linguistics including intonation, rhythm and focus in speech), and pragmatic language utilizing both formal and informal measures.

4. Behavioral evaluations to include assessment of social interaction and participation, peer and adult interactions, capacity to relate to others, stereotypical behaviors, resistance to change, atypical responses to sensory stimuli, persistent preoccupation with or attachment to objects and other behaviors often associated with autism spectrum disorder.

5. Developmental history to include developmental differences and delays and age of onset, which is typically before the age of three. A child may be diagnosed as a child with autism spectrum disorder after age three if the characteristics of autism spectrum disorder are met.

Eligibility and Placement.

Eligibility shall be based on assessment of the five characteristic areas associated with autism spectrum disorder. The assessments shall minimally document that each of the characteristic areas of (1) developmental rates and sequences, (2) social interaction and participation and (3) verbal and non-verbal communication are affected. The adverse effect on a child's educational performance shall be documented and based on the following criteria:

1. **Developmental rates and sequences.** A child exhibits delays, arrests, and/or inconsistencies in the acquisition of motor, sensory, social, cognitive, or communication skills. Areas of precocious or advanced skill development may also be present, while other skills may develop at typical or extremely depressed rates. The order of skill acquisition frequently differs from typical developmental patterns.

2. **Social interaction and participation.** A child displays difficulties and/or idiosyncratic differences in interacting with people and participating in events. Often a child is unable to establish and maintain reciprocal relationships with people. A child may seek consistency in environmental events to the point of exhibiting rigidity in routines.

3. **Communication (verbal and/or nonverbal).** A child displays a basic deficit in the capacity to use verbal language for social communication, both receptively and expressively. Characteristics may involve both deviance and delay. Verbal language may be absent or if present, may lack usual communicative form, or the child may have a nonverbal communication

impairment. Some children with autism may have good verbal language but have significant problems in the effective social or pragmatic use of communication.

4. **Sensory processing.** A child may exhibit unusual, repetitive or unconventional responses to sensory stimuli of any kind. A child's responses may vary from low to high levels of sensitivity.

5. **Repertoire of activities and interests.** A child may engage in repetitive activities and/or may display marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The capacity to use objects in an appropriate or functional manner may be absent, arrested, or delayed. A child may have difficulties displaying a range of interests and/or imaginative play. A child may exhibit stereotypical body movements.

A child with autism spectrum disorder may be served by any appropriately certified teacher in any educational program as described in the child's individualized education program (IEP). The identification of autism spectrum disorder for educational programming does not dictate a specific placement; however, it is based on the assessed strengths, weaknesses and individual goals and objectives of the child.

Appendix (b): DEAFBLIND (DB).

Definition.

Deafblind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. [34 C.F.R. § 300.8(c)(2)]

Eligibility and Placement.

1. For a child to be determined eligible for placement in special programs for the deafblind, the child shall have current optometric or ophthalmological examination and an audiological evaluation, all administered by qualified professionals. Children who are deafblind shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), and an analysis of a frequency modulated (FM) system check (if utilized). A comprehensive written report is required indicating the dates of the audiological evaluation and a description of the results of the audiological testing and amplification evaluation. In addition, the report should include a description of classroom environmental modifications which will assist the individualized education program (IEP) team in making instructional decisions, the child's ability to understand spoken language with and without amplification, and an interpretation of the results as they apply to the child in his or her classroom setting.

2. Children who are deafblind may receive educational services in classes with other disabled children; however, the class-size ratio for deafblind shall be maintained.

Additional Requirements.

Each child who has been diagnosed as deafblind shall be reported in the Georgia Deafblind Census.

Appendix (c): DEAF/HARD OF HEARING (D/HH).

Definitions.

A child who is deaf or hard of hearing is one who exhibits a hearing loss that, whether permanent or fluctuating, interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement and, therefore, adversely affects a child's educational performance. [*See* 34 C.F.R. § 300.8(c)(3) & (5)]

1. A child who is deaf can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.

2. A child who is hard of hearing can be characterized by the absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) that the ability to communicate is adversely affected; however, the child who is hard of hearing typically relies upon the auditory channel as the primary sensory input for communication.

Eligibility and Placement.

1. The eligibility report shall include audiological, otological and educational evaluation reports.

(a) Audiological evaluations shall be provided with initial referral. Children who are deaf or hard of hearing shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), an analysis of a frequency modulated (FM) system check (if utilized). A comprehensive written report shall be included in the audiological evaluation. This written report shall include, but is not limited to: the date of the audiological evaluation, description of the results of the audiological testing, an amplification evaluation including the child's ability to understand spoken language with and without amplification, as well an interpretation of the results as they apply to the child in his or her classroom setting.

(b) An otological evaluation report from appropriately licensed or certified personnel is required at the time of initial placement in the program for the deaf/hard of hearing. The otological evaluation report is required as medical history pertinent to the absence of hearing. If such a report is not available upon initial placement, it shall be obtained within 90 days of placement.

The initial or most recent otological evaluation result shall be summarized and that otological evaluation report shall be attached to the eligibility report.

(c) A comprehensive educational assessment shall be used in the development of the child's individualized education program (IEP). The educational evaluation shall include assessment data from more than one measure and shall include, but is not limited to, information related to academic/achievement levels, receptive and expressive language abilities, receptive and expressive communication abilities, social and emotional adjustment and observational data relative to the child's overall classroom performance and functioning.

2. A psychological evaluation, using instruments appropriate for children who are deaf or hard of hearing, is recommended as part of the overall data when eligibility is being considered.

3. Children who exhibit a unilateral hearing loss may be considered for eligibility provided documentation exists that indicates academic or communicative deficits are the result of the hearing loss.

Additional Requirements.

1. An evaluation of the communication needs of a child who is deaf or hard of hearing shall be considered in the program and class placement decisions. An evaluation of a child's communication needs shall include, but is not limited to: language and communication needs and abilities, opportunities for direct communication with peers and professional personnel in the child's preferred language and communication mode, severity of loss, educational abilities, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

2. Any classroom to be used for a child who is deaf or hard of hearing shall be sound-treated and present an appropriate acoustical environment for the child. All placements, including regular education placements and desk arrangements within classrooms shall be made so that environmental noise and interruptions are minimized.

3. Recommendation of the appropriate educational environment, including acoustical considerations, should be made by the IEP Team.

4. Each LEA shall have written procedures to ensure the proper functioning of assistive amplification devices used by children who are deaf or hard of hearing. These procedures shall include the designated qualified responsible personnel, daily and ongoing schedules for checking equipment, as well as follow-up procedures.

Appendix (d): EMOTIONAL AND BEHAVIORAL DISORDER (EBD).

Definition.

An emotional and behavioral disorder is an emotional disability characterized by the following:

(i) An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.

(ii) An inability to learn which cannot be adequately explained by intellectual, sensory or health factors.

(iii) A consistent or chronic inappropriate type of behavior or feelings under normal conditions.

(iv) A displayed pervasive mood of unhappiness or depression.

(v) A displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems. [34 C.F.R. § 300.8(c)(4)(i) (A - E)]

A child with EBD is a child who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. EBD is an emotional disorder characterized by excesses, deficits or disturbances of behavior. The child's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory general health factors, or other additional exclusionary factors.

Eligibility and Placement.

1. A child may be considered for placement in a program for children with EBD based upon an eligibility report that shall include the following:

(i) Documentation of comprehensive prior extension of services available in the regular program to include counseling, modifications of the regular program or alternative placement available to all children, and data based progress monitoring of the results of interventions;

(ii) Psychological and educational evaluations

(iii) Report of behavioral observations over a significant period of time;

(iv) Appropriate social history to include information regarding the history of the child's current problem(s), the professional services and interventions that have been considered or provided from outside the school; and

(v) Adequate documentation and written analysis of the duration, frequency and intensity of one or more of the characteristics of emotional and behavioral disorders.

2. A child must not be determined to be a child with an Emotional and Behavioral Disorder if the primary factor for that determination is:

a. Lack of appropriate instruction in reading, including the essential components of reading instruction;

b. Lack of appropriate instruction in math;

c. Lack of appropriate instruction in writing;

d. Limited English proficiency;

e. Visual, hearing or motor disability;

f. Intellectual disabilities;

g. Cultural factors;

h. Environmental or economic disadvantage; or

i. Atypical education history (multiple school attendance, lack of attendance, etc.).

3. The term does not include children with social maladjustment unless it is determined that they are also children with EBD. A child whose values and/or behavior are in conflict with the school, home or community or who has been adjudicated through the courts or other involvement with correctional agencies is neither automatically eligible for nor excluded from EBD placement. Classroom behavior problems and social problems, e.g., delinquency and drug abuse, or a diagnosis of conduct disorder, do not automatically fulfill the requirements for eligibility for placement.

Appendix (e): INTELLECTUAL DISABILITY (ID).

Definition.

Intellectual disabilities refer to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affects educational performance and originates before age 18. [34 C.F.R § 300.8(c)(6)] Intellectual disability does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences or a history of inconsistent and/or inadequate educational programming.

(a) Significantly subaverage general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, nationally normed standardized measures of intelligence.

(1) All IQ scores defining eligibility for children with intellectual disabilities shall be interpreted as a range of scores encompassed by not more than one standard error of measurement below and above the obtained score. The standard error of measurement for a test may be found in the technical data section of the test manual.

(2) Any final determination of the level of intellectual functioning shall be based on multiple sources of information and shall include more than one formal measure of intelligence

administered by a qualified psychological examiner. There may be children with IQ scores below 70 who do not need special education. Interpretation of results should take into account factors that may affect test performance such as socioeconomic status, native language, and cultural background and associated disabilities in communication, sensory or motor areas.

(i) Significantly subaverage intellectual functioning must be verified through a written summary of at least one structured observation that demonstrates the child's inability to progress in a typical, age appropriate manner and with consideration for culturally relevant information, medical and education history.

(b) Deficits in adaptive behavior are defined as significant limitations in a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

(1) The child demonstrates significantly subaverage adaptive behavior in school and home, and, if appropriate, community environments. These limitations in adaptive behavior shall be established through the use of standardized adaptive behavior measures normed on the general population, including people with disabilities and people without disabilities. On these standardized measures, significant limitations in adaptive behavior are operationally defined as performance that is at least two standard deviations below the mean of either (a) one of the following three types of adaptive behavior: conceptual, social, or practical, or (b) an overall (composite) score on a standardized measure of conceptual, social, and practical skills. Documentation must include information from at least two sources. The first source shall be someone from the local school who knows the child and the second source shall be someone who knows the child outside of the school environment such as a parent, guardian, or person acting as a parent.

(i) Interpretation of results should consider the child's cultural background, socioeconomic status and any associated disabilities that may limit or impact the results of the adaptive behavior measures.

(c) Deficits in intellectual functioning and adaptive behavior must have existed prior to age 18.

(d) A child must not be determined to be a child with an Intellectual Disability if the determinant factor for that determination is:

1. Lack of appropriate instruction in reading, including the essential components of reading instruction;

2. Lack of appropriate instruction in math;

3. Lack of appropriate instruction in written expression;

4. Limited English proficiency;

5. Visual, hearing or motor disability;

6. Emotional disturbances;

7. Cultural factors;

8. Environmental or economic disadvantage; or

9. Atypical educational history (multiple school attendance, lack of attendance, etc.).

Eligibility and Placement.

A child may be classified as having an intellectual disability (at one of the levels listed below) when a comprehensive evaluation indicates deficits in both intellectual functioning and adaptive behavior. Intellectual functioning and adaptive behavior shall be considered equally in any determination that a child is eligible for services in the area of intellectual disability. A comprehensive educational evaluation shall be administered to determine present levels of academic functioning. The report shall be prepared for each child to provide an adequate description of the data collected and explicit pre-referral interventions prior to evaluation and to explain why the child is eligible for services in a program for children with intellectual disabilities. In situations where discrepancies exist between test score results from intellectual functioning, adaptive behavior and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. Eligibility teams must establish that any limits in performance are not primarily due to the exclusionary factors and must document this in the eligibility report:

A child may be classified as having an intellectual disability at one of the levels listed below.

Mild intellectual disability (MID).

(1) Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

Moderate intellectual disability (MOID).

(1) Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially

school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Severe intellectual disability (SID).

(1) Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Profound intellectual disability (PID).

(1) Intellectual functioning below approximately 25; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the child's age-level and cultural group, as determined by clinical judgment.

Appendix (f): ORTHOPEDIC IMPAIRMENT (OI).

Definition.

Orthopedic impairment refers to a child whose severe orthopedic impairments adversely affects their educational performance to the degree that the child requires special education.

This term may include:

(1) Impairment caused by congenital anomalies, e.g., deformity or absence of some limb.

(2) Impairment caused by disease (poliomyelitis, osteogenesis imperfecta, muscular dystrophy, bone tuberculosis, etc.)

(3) Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures. [34 C.F.R. § 300.8(c)(8)]

Secondary disabilities may be present, including, but not limited to, visual impairment, hearing impairment, communication impairment and/or intellectual disability.

Eligibility and Placement.

Evaluation for initial eligibility shall include the following.

(1) A current medical evaluation from a licensed doctor of medicine. The evaluation report used for initial eligibility shall be current within one year. The evaluation shall indicate the diagnosis/prognosis of the child's orthopedic impairment, along with information as applicable regarding medications, surgeries, special health care procedures and special diet or activity restrictions.

(2) A comprehensive educational assessment to indicate the adverse affects of the orthopedic impairment on the child's educational performance.

(3) Assessments shall document deficits in: pre-academic or academic functioning, social/emotional development, adaptive behavior, motor development or communication abilities resulting from the orthopedic impairment. When assessment information indicates significant deficit(s) in cognitive/academic functioning, a psychological evaluation shall be given.

Children served in a program for orthopedic impairments should be functioning no lower than criteria outlined for mild intellectual disabilities programs. For those children with orthopedic impairments served in other special education programs due to the severity of their sensory or intellectual disability, support by the OI teacher regarding the implications of the child's orthopedic impairment may be appropriate.

Appendix (g): OTHER HEALTH IMPAIRMENT (OHI).

Definition.

Other health impairment means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that -

(1) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficient hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and

(2) Adversely affects a child's educational performance. [34 C.F.R. § 300.8(c)(9)]

In some cases, heightened awareness to environmental stimulus results in difficulties with starting, staying on and completing tasks; making transitions between tasks; interacting with others; following directions; producing work consistently; and, organizing multi-step tasks.

Eligibility.

1. Evaluation for initial eligibility shall include the following:

(a) The medical evaluation from a licensed doctor of medicine, or in the case of ADD and ADHD an evaluation by a licensed doctor of medicine or licensed clinical psychologist, should be considered by the child's Eligibility Team as part of the process of determining eligibility. The evaluation report shall indicate the diagnosis/prognosis of the child's health impairment, along

with information as applicable regarding medications, special health care procedures and special diet or activity restrictions. The evaluation report used for initial eligibility shall be current within one year and must document the impact of the physical condition on the vitality, alertness or strength of the child. In cases of illness where the child's physical health and well-being are subject to deterioration or change, this report shall be updated as frequently as determined by the IEP Committee. A medical diagnosis does not automatically include or exclude a child from determination of eligibility.

(b) A comprehensive developmental or educational assessment to indicate the effects of the health impairment on the child's educational performance. Assessments shall document deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor or communication skills resulting from the health impairment. When assessment information indicates significant deficits in cognitive/academic functioning, a psychological evaluation shall be given.

(c) A child must not be determined to be a child with Other Health Impairment if the determinant factor for that determination is:

a. Lack of appropriate instruction in reading, including the essential components of reading instruction;

b. Lack of appropriate instruction in math;

c. Lack of appropriate instruction in writing;

d. Limited English proficiency;

e. Visual, hearing or motor disability;

f. Intellectual disabilities;

g. Emotional disturbances;

h. Cultural factors;

i. Environmental or economic disadvantage; or

j. Atypical educational history (attendance at multiple schools, lack of attendance).

Placement and Service Delivery.

(1) A child meeting eligibility criteria be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP).

(2) According to State Board of Education Rule 160-1-3-.03 Communicable Diseases, the district shall allow a child infected with a communicable disease to remain in his or her educational

setting unless he or she currently presents a significant risk of contagion as determined by the district after consultation with the child's physician, a knowledgeable public health official and/or a physician designated by the LEA (at the LEA's option).

Appendix (h): SIGNIFICANT DEVELOPMENTAL DELAY (SDD).

Definition

The term significant developmental delay refers to a delay in a child's development in adaptive behavior, cognition, communication, motor development or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child's educational performance in age-appropriate activities. The term does not apply to children who are experiencing a slight or temporary lag in one or more areas of development, or a delay which is primarily due to environmental, cultural, or economic disadvantage or lack of experience in age appropriate activities. The SDD eligibility may be used for children from ages three through nine (the end of the school year in which the child turns nine). [*See* 34 C.F.R. § 300.8(b)]

Eligibility

(1) Initial eligibility must be established, and an IEP in place, on or before the child's seventh birthday. SDD eligibility is determined by assessing a child in each of the five skill areas of adaptive development, cognition, communication, physical development (gross and fine motor), and social/emotional development. Any child who scores at least 2 standard deviations below the mean in one or more of the five areas or 1½ standard deviations below the mean in two or more areas shall meet eligibility for SDD.

(2) For children who are kindergarten age or older, initial eligibility shall also include documented evidence that the impact on educational performance is not due to:

(a) Lack of appropriate instruction in reading or literacy readiness, including the essential components of reading instruction;

(b) Lack of appropriate instruction in math or math readiness skills;

(c) Limited English proficiency;

(d) Visual, hearing or motor disability;

(e) Emotional disturbances;

(f) Cultural factors; or

(g) Environmental or economic disadvantage.

The application of professional judgmentis a critical element at every stage of eligibility determination: as test instruments are selected, during the evaluation process, in the analysis of

evaluation results, as well as the analysis of error patterns on standardized, teacher made or other tests.

(3) All five skill areas shall be assessed using at least one formal assessment. In those areas in which a significant delay is suspected, at least one additional formal assessment must be utilized to determine the extent of the delay. All formal assessments must be age appropriate, and all scores must be given in standard deviations.

(4) For children eligible under SDD with hearing; visual; communication; or orthopedic impairments, a complete evaluation must be obtained to determine if the child also meets eligibility criteria for deaf/hard of hearing, visual impairments, speech and language impairments or orthopedic impairments. Students with sensory, physical or communication disabilities must receive services appropriate for their needs, whether or nor specific eligibility is determined.

Placement and Service Delivery

(1) Preschool-aged (3-5) children meeting eligibility criteria as SDD and needing special education services may receive those services in a variety of placement options, as determined by the child's IEP Team and participation by other agencies, such as, but not limited to:

(a) Regular Early Childhood Setting;

Head Start Programs

Georgia Pre-K Classes

Community Daycares

Private Preschools

(b) Separate Early Childhood Special Education Setting;

(c) Day School;

(d) Residential Facility;

(e) Service Provider Location; or

(f) Home.

(2) School-aged children with SDD shall be served by any appropriately certified teacher in any education program designed to meet the needs of the child, as specified by the child's IEP team.

Appendix (i): SPECIFIC LEARNING DISABILITIES (SLD).

Definition

(1) Specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders, environmental, cultural or economic disadvantage. [34 C.F.R. § 300.8(c)(10)]

(2) The child with a specific learning disability has one or more serious academic deficiencies and does not achieve adequately according to age to meet State-approved grade-level standards. These achievement deficiencies must be directly related to a pervasive processing deficit and to the child's response to scientific, research-based interventions. The nature of the deficit(s) is such that classroom performance is not correctable without specialized techniques that are fundamentally different from those provided by general education teachers, basic remedial/tutorial approaches, or other compensatory programs. This is clearly documented by the child's response to instruction as demonstrated by a review of the progress monitoring available in general education and Student Support Team (SST) intervention plans as supported by work samples and classroom observations. The child's need for academic support alone is not sufficient for eligibility and does not override the other established requirements for determining eligibility.

Exclusionary Factors

(1) A child must not be determined to be a child with a specific learning disability if the determinant factor for that determination is:

a. Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension);

b. Lack of appropriate instruction in math;

c. Lack of appropriate instruction in writing;

d. Limited English proficiency;

e. Visual, hearing or motor disability;

f. Intellectual disabilities;

g. Emotional disturbances;

h. Cultural factors;

i. Environmental or economic disadvantage; or

j. Atypical educational history (such as irregular school attendance or attendance at multiple schools) [*See* 34 C.F.R. § 300.309(a)(3)]

Required Data Collection

(1) In order to determine the existence of Specific Learning Disability, the group must summarize the multiple sources of evidence to conclude that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development. Ultimately, specific learning disability is determined through professional judgment using multiple supporting evidences that must include:

(a) Data are collected that include:

(i) At least two current (within twelve months) assessments such as the results of the CRCT or other state-required assessment, norm-referenced achievement tests or benchmarks indicating performance that does not meet expectations for State-approved grade-level standards;

(ii) Information from the teacher related to routine classroom instruction and monitoring of the child's performance. The report must document the child's academic performance and behavior in the areas of difficulty.

(iii) Results from supplementary instruction that has been or is being provided:

(a) that uses scientific, research or evidence based interventions selected to correct or reduce the problem(s) the student is having and was in the identified areas of concern;

(b) such instruction has been implemented as designed for the period of time indicated by the instructional strategy(ies). If the instructional strategies do not indicate a period of time the strategies should be implemented, the instructional strategies shall be implemented for a minimum of 12 weeks to show the instructional strategies' effect or lack of effect that demonstrates the child is not making sufficient progress to meet age or State-approved grade-level standards within a reasonable time frame;

(iv) the interventions used and the data based progress monitoring results are presented to the parents at regular intervals throughout the interventions.

(b) Any educationally relevant medical findings that would impact achievement.

(c) After consent is received from the parents for a comprehensive evaluation for special education determination the following must occur:

1. An observation by a required group member;

2. Documentation that the determination is not primarily due to any of the exclusionary factors;

3. Current analyzed classroom work samples indicating below level performance as compared to the classroom normative sample; and

4. Documentation of a pattern of strength and weaknesses in performance and/or achievement in relation to age and grade level standards must include:

(i) A comprehensive assessment of intellectual development designed to assess specific measures of processing skills that may contribute to the area of academic weakness. This assessment must be current within twelve months and

(ii) Current Response to Intervention data based documentation indicating the lack of sufficient progress toward the attainment of age or State-approved grade-level standards.

(iii) As appropriate, a language assessment as part of additional processing batteries may be included.

Eligibility Determination

(1) The child who is eligible for services under the category of specific learning disability must exhibit the following characteristics: a primary deficit in basic psychological processes and secondary underachievement in one or more of the eight areas along with documentation of the lack of response to instructional intervention as supported by on-going progress monitoring.

(2) Deficits in basic psychological processes typically include problems in attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits. Once a deficit in basic psychological processes is documented, there shall be evidence that the processing deficit has impaired the child's mastery of the academic tasks required in the regular curriculum. Though there may exist a pattern of strengths and weaknesses, evidence must be included documenting that the processing deficits are relevant to the child's academic underachievement as determined by appropriate assessments that are provided to the child in his/her native language. Though a child may be performing below age or State-approved grade level standards, the results of progress monitoring must indicate that the child isnot making the expected progress toward established benchmarks. This is indicated by comparing the child's rate of progress toward attainment of grade level standards.

(3) Underachievement exists when the child exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development and when a child does not achieve adequately toward attainment of grade level standards in one or more of the following areas:

(a) Oral expression - use of spoken language to communicate ideas;

(b) Listening comprehension - ability to understand spoken language at a level commensurate with the child's age and ability levels;

(c) Written expression - ability to communicate ideas effectively in writing with appropriate language;

(d) Basic reading skills - ability to use sound/symbol associations to learn phonics in order to comprehend the text;

(e) Reading comprehension - ability to understand the meaning of written language based in child's native language;

(f) Reading Fluency Skills - the ability to read and process a text with appropriate rate and accuracy;

(g) Mathematics calculation - ability to process numerical symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required; and

(h) Mathematical problem solving - ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.

(4) Progress monitoring includes the data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting child progress during instruction. When reviewing progress monitoring data, those students that exhibit a positive response to the research validated instruction being provided by general education cannot be considered as having a specific learning disability even though they may show deficits on achievement tests in the specified areas. In addition, children whose achievement in classroom academics indicates performance that is commensurate with pervasive weaknesses that are not indicative of a pattern of strengths and weaknesses may not be considered as having a specific learning disability.

(5) One group member responsible for determining specific learning disability must conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent for special education evaluation is obtained. The observation of the child is conducted in the learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The observation must include information from the routine classroom instruction and monitoring of the child's performance.

The SLD Eligibility Group

(1) The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals that must include:

(a) The child's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;

(b) A highly qualified certified special education teacher; and

(c) A minimum of one other professional qualified to conduct individual diagnostic assessments in the areas of speech and language, academic achievement, intellectual development, or social-emotional development and interpret assessment and intervention data (such as school psychologist, reading teacher, or educational therapist). Determination of the required group member should be based on the data being reviewed and the child's individual needs.

(2) Each group member must certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Appendix (j): SPEECH-LANGUAGE IMPAIRMENT (SI).

Definitions.

Speech or language impairment refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability or it may be secondary to other disabilities. [34 C.F.R. § 300.8(c)(11)]

(1) **Speech Sound Production Impairment (e.g. articulation impairment)-** atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor or other issues. The term speech sound impairment does not include:

A) Inconsistent or situational errors;

B) Communication problems primarily from regional, dialectic, and/or cultural differences;

C) Speech sound errors at or above age level according to established research-based developmental norms**,** speech that is intelligible and without documented evidence of adverse affect on educational performance;

D) Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment; or

E) Children who exhibit tongue thrust behavior without an associated speech sound impairment.

(2) **Language Impairment -** impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to

participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance. The term language impairment does not include:

A) Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language.

B) Children who have regional, dialectic, and/or cultural differences.

C) Children who have auditory processing disorders not accompanied by language impairment.

D) Children who have anxiety disorders (e.g. selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech-language impairment that adversely affects the educational performance for these children to qualify for special education services.

(3) **Fluency Impairment -** interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

(4) **Voice/Resonance Impairment -** interruption in one or more processes of pitch, quality, intensity, or resonance resonation that significantly reduces the speaker's ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender. The term voice/resonance impairment does not refer to:

A) Anxiety disorders (e.g. selective mutism)

B) Differences that are the direct result of regional, dialectic, and/or cultural differences

C) Differences related to medical issues not directly related to the vocal mechanism (e.g. laryngitis, allergies, asthma, laryngopharyngeal reflux (eg. acid reflux of the throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology)

D) Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child's performance in the educational environment and is amenable to improvement with therapeutic intervention.

Evaluation, Eligibility and Placement

All of the special education rules and regulations related to evaluation, eligibility and placement must be followed including:

1. Evaluation:

A) Documentation of the child's response to prior evidenced-based interventions prior to referral for a comprehensive evaluation.

B) A comprehensive evaluation shall be performed by a certified or licensed Speech-Language Pathologist (SLP) for consideration of speech-language eligibility. Following receipt of a clear hearing and vision screening and medical clearance for voice (as appropriate) this evaluation consists of an initial screening of the child's speech sounds, language, fluency, voice, oral motor competency, academic, behavioral, and functional skills using either formal or informal assessment procedures to assist in determining if the child is a child with a disability [34 C.F.R. § 300.304(b)(1)]. An in-depth evaluation of each area suspected of being impaired, using at least one formal test and/or procedure.

C) A full and individual initial evaluation for each area suspected of being a disability must be provided and considered prior to the child's eligibility for speech-language services. This may include assessments in the areas of health (e.g. ENT, otolaryngologist, ophthalmologist, and optometrist), vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

D) The evaluation is sufficient to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been referred or classified [34 C.F.R. § 300.304(b)(4)] 34 C.F.R. § 300.304(b)(6).

E) Children with voice/resonance impairment must have a medical evaluation to rule out physical structure etiology by a medical specialist either prior to a comprehensive evaluation or as part of a comprehensive evaluation. The presence of a medical condition (e.g., vocal nodules, polyps) does not necessitate the provision of voice therapy as special education or related service nor does a prescription for voice therapy from a medical doctor. A written order from a medical practitioner is a medical opinion regarding the medical evaluation or treatment that a patient should receive. When directed to a school, these medical orders should be considered by the team as a part of the eligibility process. The team, not a medical practitioner, determines the need for an evaluation for special education services based on documented adverse effect of the voice impairment on the child's educational performance.

F) A variety of assessment tools and strategies must be used to gather relevant functional, developmental and academic information about the child, including information provided by the parent. Information from the evaluation is used to determine whether the child is a child with a disability and the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities) [34 C.F.R. § 300.304(b)(i)].

2. Eligibility:

A) Determining eligibility for speech-language impaired special education services includes three components:

1) The Speech-Language Pathologist determines the presence or absence of speech-language impairment based on Georgia rules and regulations for special education, [34 C.F.R. § 300.8(c)(11)]

2) Documentation of an adverse affect of the impairment on the child's educational performance

3) The team determines that the child is a child with a disability [34 C.F.R. § 300.304(b)(1)] and is eligible for special education and appropriate specialized instruction needed to access the student's curriculum. [34 C.F.R. § 300.8(b)(2)]

B) Eligibility shall be determined based on the documented results of at least two or more measures or procedures, at least one of which must be formal, administered in the area of impairment and documentation of adverse affect.

A speech-language disorder does not exist if:

A) Environmental, cultural, or economic disadvantage cannot be ruled out as primary factors causing the impairment; or

B) A child exhibits inconsistent, situational, transitory or developmentally appropriate speech-language difficulties that children experience at various times and to various degrees.

C) Because children who have communication difficulties do not necessarily have speech or language impairments, the speech-language program may not be the appropriate service delivery model to adequately meet the child's educational needs. For this reason, all children who are suspected of having communication problems shall be the subject of a Student Support Team (SST) to problem solve and implement strategies to determine and limit the adverse affect on the child's educational performance.

(4) For nonverbal or verbally limited children and those with autism and/or significant intellectual, sensory, or physical disabilities, a multidisciplinary team of professionals shall provide a functional communication assessment of the child to determine eligibility for speech-language services. The multidisciplinary team shall consist of professionals appropriately related to the child's area of disability.

(5) A child is eligible for placement in a speech-language program if, following a comprehensive evaluation; the child demonstrates impairment in one or more of the following areas: speech sound, fluency, voice or language that negatively impacts the child's ability to participate in the classroom environment. The present adverse effect of the speech-language impairment on the child's progress in the curriculum, including social and/or emotional growth, must be documented in writing and used to assist in determining eligibility.

3. Placement:

Placement in the speech-language program shall be based on the results of the comprehensive assessment, and eligibility, along with all other pertinent information.

4. Children shall not be excluded from a speech-language program based solely on the severity of the disability. Cognitive referencing (i.e., comparing language scores to IQ scores) is not permissible as the only criteria for determining eligibility for speech-language impaired services.

Communication Paraprofessionals- A communication paraprofessional is an adjunct to the Speech Language Pathologist (SLP) and assists with certain duties and tasks within the speech-language program. The communication paraprofessional is under the supervision of a certified or licensed SLP. The communication paraprofessional can not carry their own caseload, nor do they increase the certified SLP's caseload outside of a self-contained classroom. The primary responsibility for the delivery of services, as indicated on the IEP, remains with the certified or licensed SLP. Children who receive services from the communication paraprofessional shall also receive services from the supervising SLP and/or licensed or certified SLP a percentage of the time designated in the IEP for speech-language services, but no less than one hour per month. Each LEA should develop and implement procedures for the training, use and supervision of communication paraprofessionals.

Appendix (k): TRAUMATIC BRAIN INJURY (TBI).

Definition.

Traumatic Brain Injury (TBI) refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the child's educational performance. The term applies to open or closed head injuries resulting in impairments which are immediate or delayed in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, speech and information processing. The term does not apply to brain injuries that are congenital or degenerative in nature, brain injuries induced by birth trauma. [34 C.F.R. § 300.8(c)(12)]

Eligibility.

(1) Evaluation for eligibility shall include the following.

(a) A summary of the child's pre-injury functioning status. This information may be available through previous formal evaluations, developmental assessments, achievement tests, classroom observations and/or grade reports.

(b) Verification of the TBI through the following:

1. A medical evaluation report from a licensed doctor of medicine indicating that TBI has occurred recently or in the past, or

2. Documentation of TBI from another appropriate source, such as health department or social services reports, or parents' medical bills/records.

(c) A neuropsychological, psychological or psychoeducational evaluation that addresses the impact of the TBI on the following areas of functioning:

1. Cognitive - this includes areas such as memory, attention, reasoning, abstract thinking, judgment, problem solving, speed of information processing, cognitive endurance, organization, receptive and expressive language and speed of language recall.

2. Social/Behavioral - this includes areas such as awareness of self and others, interaction with others, response to social rules, emotional responses to everyday situations and adaptive behavior.

3. Physical/Motor - this includes areas such as hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance.

(2) Deficits in one or more of the above areas that have resulted from the TBI and adversely affect the child's educational performance shall be documented.

Placement and Service Delivery.

The identification of TBI for educational programming does not dictate a specific service or placement. The child with TBI shall be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP) Team minutes.

Appendix (l): VISUAL IMPAIRMENT (VI).

Definitions.

A child with a visual impairment is one whose vision, even with correction, adversely impacts a child's educational performance. [34 C.F.R. § 300.8(c)(13)] Examples are children whose visual impairments may result from congenital defects, eye diseases, or injuries to the eye. The term includes both visual impairment and blindness as follows:

(1) Blind refers to a child whose visual acuity is 20/200 or less in the better eye after correction or who has a limitation in the field of vision that subtends an angle of 20 degrees. Some children who are legally blind have useful vision and may read print.

(2) Visually impaired refers to a child whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction or who have a limitation in the field of vision that adversely impacts educational progress.

(a) Progressive visual disorders: Children, whose current visual acuity is greater than 20/70, but who have a medically indicated expectation of visual deterioration may be considered for vision

impaired eligibility based on documentation of the visual deterioration from the child's optometrist or ophthalmologist.

Eligibility and Placement.

(1) A current (within one year) eye examination report shall be completed and signed by the ophthalmologist or optometrist who examined the child.

(a) A report from a neurologist in lieu of the optometrist/ophthalmologist report is acceptable for students who have blindness due to a cortical vision impairment.

(2) A clinical low vision evaluation shall be completed by a low vision optometrist for children who are not totally blind;

(a) if the student is under the age of 8 and/or has a severe cognitive and/or physical disability that would make the use of low vision aids unfeasible, a functional vision evaluation may be used instead of a low vision evaluation to establish eligibility.

1. The low vision evaluation should be completed by age 10 for children who do not have one during eligibility determination prior to age 8 unless other circumstances apply.

2. The low vision evaluation is often difficult to schedule within the 60 day timeline, therefore, if children meet all other eligibility requirements, the eligibility report shall document the date of the scheduled upcoming low vision evaluation and the team may proceed with the eligibility decision.

3. Once the low vision evaluation has occurred the eligibility information shall be updated, and as appropriate, the IEP.

(i) The low vision evaluation must occur within 120 days of receipt of parental consent to evaluate to determine eligibility for visual impairment.

(3) A comprehensive education evaluation shall be administered to determine present levels of functioning. The impact of the visual impairment on the child's educational performance shall be considered for eligibility.

(a) Educational assessments may include cognitive levels, academic achievement, and reading ability

1. Educational assessments related to vision must be completed by a teacher certified in the area of visual impairments.

(b) In some cases, comprehensive psychological evaluations may be indicated and must be completed by appropriately certified personnel

(4) Braille instruction is always considered critical to appropriate education for a child who is blind. Children identified with visual impairments shall be evaluated to determine the need for braille skills. The evaluation will include the present and future needs for braille instruction or the use of braille. For children for whom braille instruction and use is indicated, the individualized education program (IEP) shall include the following:

(a) Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;

(b) How instruction in braille will be implemented as the primary mode for learning through integration with other classroom activities;

(c) Date on which braille instruction will commence;

(d) The length of the period of instruction and the frequency and duration of each instructional session; and

(e) The level of competency in braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.

(f) For those children for whom braille instruction is not indicated, the IEP shall include a statement with supporting documentation that indicate the absences of braille instruction will not impair the child's ability to read and write effectively.

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Authority: O.C.G.A Secs. 20-2-152, 20-2-168, 20-2-240, 20-2-1160.
History. Original Rule entitled "Protection in Evaluation Procedures (Non-discriminatory Testing)" adopted. F. June 22, 1990; eff. July 12, 1990.
Amended: Rule retitled "Protection in Evaluation Procedures" adopted. F. Jan. 25, 1994; eff. Feb. 14, 1994.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: New Rule entitled "Procedural Safeguard/Parents' Rights" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Amended: F. Apr. 16, 2002; eff. May 6, 2002.
Amended: F. June 16, 2003; eff. July 6, 2003.
Repealed: New Rule entitled "Eligibility Determination and Categories of Eligibility" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.

Rule 160-4-7-.06. Individualized Education Program (IEP).

(1) **GENERAL.** The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with this Rule, and that must include--

(a) A statement of the child's present levels of academic achievement and functional performance, including-

1. How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

2. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities; [34 C.F.R. § 300.320(a)(1)(i) - (ii)]

(b) A statement of measurable annual goals, including academic and functional goals designed to--

1. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

2. Meet each of the child's other educational needs that result from the child's disability; [34 C.F.R. § 300.320(a)(2)(i)(A) - (B)]

(c) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives; [34 C.F.R. § 300.320(a)(2)(ii)]

(d) A description of--

1. How the child's progress toward meeting the annual goals will be measured; and

2. When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided; [34 C.F.R. § 300.320(a)(3)]

(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--

1. To advance appropriately toward attaining the annual goals;

2. To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and

3. To be educated and participate with other children with disabilities and nondisabled children in academic, nonacademic and extracurricular activities; [34 C.F.R. § 300.320(a)(4)(i) - (iii)]

(f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities; [34 C.F.R. § 300.320(a)(5)]

(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments; and

1. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why--

   (i) The child cannot participate in the regular assessment; and

   (ii) The particular alternate assessment selected is appropriate for the child; [34 C.F.R. § 300.320(a)(6)(i) - (ii)] and

   (iii) The parents of the child must be informed that the child is being assessed against alternate or modified achievement standards and any consequences of such assessments. [34 C.F.R. § 300.160(e)]

2. IEP teams must select for each assessment only those accommodations that do not invalidate the score according to state standards. [34 C.F.R. § 300.160(b)(2)(ii)]

(h) The projected date for the beginning of the services and program modifications and the anticipated frequency, location, and duration of those services and program modifications. [34 C.F.R. § 300.320(a)(7)]

(2) **TRANSITION SERVICES.** Beginning not later than entry into ninth grade or by age 16, whichever comes first, or younger if determined appropriate by the IEP Team and updated annually, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals. [*See* 34 C.F.R. § 300.320(b)(1) - (2)]

(3) **TRANSFER OF RIGHTS AT AGE OF MAJORITY.** Beginning not later than one year before the student reaches age 18, the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA, if any, which will transfer to the student on reaching age 18. [34 C.F.R. § 300.320(c); *See also* 34 C.F.R. § 300.520]

(4) **CONSTRUCTION.** Nothing in this Rule shall be construed to require that additional information be included in a child's IEP beyond what is explicitly required or that the IEP Team is required to include information under one component of a child's IEP that is already contained under another component of the child's IEP. [34 C.F.R. § 300.320(d)]

(5) **THE IEP TEAM** is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. [34 C.F.R. § 300.23] The LEA shall ensure that each IEP Team meeting includes the following participants:

(a) The parents of the child;

(b) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

(c) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;

(d) A representative of the LEA who -

1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

2. Is knowledgeable about the general education curriculum; and

3. Is knowledgeable about the availability of resources of the LEA. [34 C.F.R. § 300.321(a)(1) - (4)]

(e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (5)(b) through (f) of this section; [34 C.F.R. § 300.321(a)(5)]

(f) At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; [34 C.F.R. § 300.321(a)(6)] and

(g) Whenever appropriate, the child with a disability. [34 C.F.R. § 300.321(a)(7)]

(6) **TRANSITION SERVICES PARTICIPANTS**. In accordance with (5)(g) above, the LEA must invite the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. [34 C.F.R. § 300.321(b)(1)]

(a) If the student does not attend the IEP Team meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered. [34 C.F.R. § 300.321(b)(2)]

(b) To the extent appropriate, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. [34 C.F.R. § 300.321(b)(3)]

(7) **DETERMINATION OF KNOWLEDGE AND SPECIAL EXPERTISE.** The determination of the knowledge or special expertise of any individual described in paragraph (5)(f) of this Rule must be made by the party (parents or LEA) who invited the individual to be a member of the IEP Team. [34 C.F.R. § 300.321(c)]

(8) **DESIGNATING A LEA REPRESENTATIVE.** The LEA may designate a LEA member of the IEP Team to also serve as the LEA representative, if the criteria in (5)(d) of this section are satisfied. [34 C.F.R. § 300.321(d)]

(9) **IEP TEAM ATTENDANCE.**

(a) A member of the IEP Team described in (5)(a)-(e) of this section is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the LEA agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. [34 C.F.R. § 300.321(e)(1)]

(b) A member of the IEP Team described in (5)(a)-(e) may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

1. The parent, in writing, and the LEA consent to the excusal; and

2. The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. [34 C.F.R. § 300.321(e)(2)(i) - (ii)]

(10**) INITIAL IEP TEAM MEETING FOR A CHILD UNDER PART C (Babies Can't Wait (BCW)).** In the case of a child, birth through age 2, whowas previously served under BCW, an invitation to the initial IEPTeam meeting must, at the request of the parent, be sent to the BCW servicecoordinator or other representatives of BCW to assist with thesmooth transition of services. [34 C.F.R. § 300.321(f)]

(11) **PARENT PARTICIPATION.**

(a) Each LEA shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity

to participate, including notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed upon time and place. [34 C.F.R. § 300.322(a)(1) - (2)]

(b) The invitation to the IEP Team meeting shall indicate the purpose, time, and location of the meeting, participants who will be in attendance, and informs the parents of their right to invite other individuals who, in their opinion, have knowledge or special expertise regarding their child, including related services personnel. The invitation shall also inform the parents of a child previously served in Babies Can't Wait of their right to request that an invitation to the initial IEP Team meeting be sent to the service coordinator or other representative of Babies Can't Wait to assist with the smooth transition of services. [34 C.F.R. § 300.322(b)(1)(i) - (ii)]

(c) For a student with a disability, beginning not later than entry into ninth grade or by age 16 whichever comes first, or younger if determined appropriate by the IEP Team, the invitation must also indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student. The LEA will invite the student and identify any other agency that will be invited to send a representative. [*See* 34 C.F.R. § 300.322(b)(2)(i) - (ii)]

(d) If neither parent can attend an IEP Team meeting, the LEA must use other methods to ensure parent participation, including individual or conference telephone calls or video conferences. A meeting may be conducted without the parents in attendance if the LEA is unable to convince the parents that they should attend. In this case, the LEA must keep a record of its attempts to arrange a mutually agreed on time and place such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records and results of visits made to the home or place of employment and the results of those visits. [34 C.F.R. § 300.322(c) - (d)]

(e) The LEA must take whatever action is necessary to ensure that the parents understand the proceedings of the IEP Team meeting, including arranging for an interpreter for a parent who is deaf or whose native language is other than English. [34 C.F.R. § 300.322(e)]

(f) The LEA shall provide a copy of the IEP to the parents at no cost. [34 C.F.R. § 300.322(f)]

(g) Each LEA shall ensure that the parents of each child with a disability are members of any group that makes decisions on the child's educational placement. [34 C.F.R. § 300.116(a)(1)]

(12) **WHEN THE IEP MUST BE IN EFFECT.**

(a) General. At the beginning of each school year, each LEA must have an IEP in effect, for each child with a disability within its jurisdiction. [34 C.F.R. § 300.323(a)]

(b) IEP or IFSP for children aged three through five. In the case of a child with a disability aged three through five, an IEP or IFSP shall be in place. If the IFSP is utilized, it must be -

1. Consistent with the Georgia rule for IEPs; and

2. Agreed to by the LEA and the child's parents. [34 C.F.R. § 300.323(b)(1)(i) - (ii)]

3. The LEA must -

(i) Provide to the child's parents a detailed explanation of the differences between an IFSP and an IEP; and

(ii) If the parents choose an IFSP, obtain written informed consent from the parents. [34 C.F.R. § 300.323(b)(2)(i) - (ii)]

(13) **INITIAL IEP'S PROVISION OF SERVICES**. Each LEA must ensure that -

(a) A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and

(b) As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. [34 C.F.R. § 300.323(c)(1) - (2)]

(14) **ACCESSIBILITY OF CHILD'S IEP TO TEACHERS AND OTHERS**. Each LEA must ensure that:

(a) The child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and

(b) Each teacher and provider is informed of -

1. His or her specific responsibilities related to implementing the child's IEP; and

2. The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. [34 C.F.R. § 300.323(d)(1) - (2)]

(15) **IEPS FOR CHILDREN WHO TRANSFER LEAS WITHIN GEORGIA**. If a child with a disability transfers to a new LEA in the same school year within Georgia, the new LEA (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous LEA), until the new LEA either:

(a) Adopts the child's IEP from the previous LEA; or

(b) Develops, adopts, and implements a new IEP that meets the IEP requirements of this Rule. [34 C.F.R. § 300.323(e)(1) - (2)]

(16) **IEP FOR CHILDREN WHO TRANSFER FROM ANOTHER STATE**.If a child with a disability (who had an IEP that was in effect in a LEA in another State) transfers to Georgia within the same school year, the new LEA (in consultation with the parent) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous LEA), until the LEA -

(a) Conducts an evaluation if determined to be necessary by the new LEA; and

(b) Develops, adopts, and implements a new IEP, if appropriate. [34 C.F.R. § 300.323(f)(1) - (2)]

(17) **TRANSMITTAL OF RECORDS**.To facilitate the transition for a child described above -

(a) The new LEA in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP, supporting documents, and any other records relating to the provision of special education or related services to the child, from the previous LEA in which the child was enrolled, pursuant to the Family Educational Rights and Privacy Act (which does not require prior parental consent to disclose education records to officials of another school where the student seeks or intends to enroll); and [34 C.F.R. § 300.323(g)(1); 34 C.F.R. § 99.31(a)(2)]

(b) The previous LEA in which the child was enrolled must take reasonable steps to promptly respond to the request from the new LEA. [34 C.F.R. § 300.323(g)(2)]

(18) **DEVELOPMENT, REVIEW, AND REVISION OF IEP.**

(a) General. In developing each child's IEP, the IEP Team must consider -

1. The strengths of the child;

2. The concerns of the parents for enhancing the education of their child;

3. The results of the initial or most recent evaluation of the child;

4. The results, as appropriate, of the child's Statewide or districtwide assessments; and

5. The academic, developmental, and functional needs of the child. [34 C.F.R. § 300.324(a)(1)(i) - (iv)]

(b) Consideration of special factors. The IEP team must -

1. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies, to address that behavior in the IEP or behavioral intervention plan;

2. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

3. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media, that instruction or the use of Braille is not appropriate for the child;

4. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

5. Consider whether the child needs assistive technology devices and services. [34 C.F.R. § 300.324(a)(2)(i) - (v)]

(c) Each LEA must ensure that extended school year services (ESY) are available as necessary to provide FAPE. ESY services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. The LEA shall not limit ESY services to a particular disability category or unilaterally limit the type, amount or duration of those services. [34 C.F.R. § 300.106(a)(1) - (3)]

1. The IEP Team shall determine if ESY services are needed as part of the child's FAPE. In doing so, it shall consider the individual needs of the child.

2. If the IEP Team determines that ESY shall be provided, it shall:

(i) Indicate which goals are being extended or modified to deliver FAPE; and,

(ii) State the specific services needed, the amount of time for each service, the beginning and ending dates for the services and the service provider and location.

3. The LEA shall provide ESY services as required by the child's IEP and all necessary transportation at no cost to the parent. [34 C.F.R. § 300.106(b)(2)]

(d) Requirements with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of -

1. Appropriate positive behavioral interventions and supports and other strategies for the child; and

2. Supplementary aids and services, accommodations, program modifications, and support for school personnel. [34 C.F.R. § 300.324(a)(3)(i) - (ii)]

(e) IEP Changes or Amendments. Changes or amendments to the IEP may be made either by the entire IEP Team at an IEP Team meeting or by agreement between the parents and LEA.

1. In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent(s) of a child with a disability and the LEA may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. [34 C.F.R. § 300.324(a)(4)(i)]

(i) If changes are made to the child's IEP, the LEA must ensure that the child's IEP Team is informed of those changes. [34 C.F.R. § 300.324(a)(4)(ii)]

(ii) A parent must be provided with a revised copy of the IEP with the amendments incorporated. [*See* 34 C.F.R. § 300.324(a)(6)]

(19) **REVIEW AND REVISION OF IEPS** - Each LEA must ensure that the IEP Team -

(a) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(b) Revises the IEP, as appropriate, to address -

1. Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;

2. The results of any reevaluations conducted.

3. Information about the child provided to, or by, the parents;

4. The child's anticipated needs; or

5. Other matters. [34 C.F.R. § 300.324(b)(1)(i) & (ii)(A) - (E)]

(c) Consolidation of IEP Team meetings. To the extent possible, the LEA must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child. [34 C.F.R. § 300.324(a)(5)]

(d) Consideration of special factors. In conducting a review of the child's IEP, the IEP Team must consider the special factors in (18)(b) above. [34 C.F.R. § 300.324(b)(2)]

(e) A regular education teacher of the child, as a member of the IEP Team, must participate in the review and revision of the IEP of the child. [34 C.F.R. § 300.324(b)(3)]

(f) Failure to meet transition objectives -

1. Participating agency failure. If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the LEA must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP. [34 C.F.R. § 300.324(c)(1)]

2. Nothing in this part relieves any participating agency, including the State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency. [34 C.F.R. § 300.324(c)(2)]

(g) Children with disabilities in adult prisons.

1. The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons (Department of Corrections):

   (i) Participation of children with disabilities in State and districtwide assessments; and

(ii) The requirements related to transition planning and transition services do not apply to children whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release. [34 C.F.R. § 300.324(d)(1)(i) - (ii)]

2. Modifications of IEP or placement. The IEP Team of a child with a disability who is convicted as an adult and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. [34 C.F.R. § 300.324(d)(2)(i)]

3. The IEP requirements in this Rule and the LRE requirements do not apply with respect to the modifications described in paragraph (g)(2) above. [34 C.F.R. § 300.324(d)(2)(ii)]

(20) **This rule shall become effective July 1, 2007.**

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.06
Authority: O.C.G.A. Secs. 20-1-5, 20-2-133, 20-2-152, 20-2-168, 20-2-240, 20-2-1160.
History. Original Rule entitled "Confidentiality of Personally Identifiable Information" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: New Rule entitled "Surrogate Parent(s)" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Individualized Education Program (IEP)" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.07. Least Restrictive Environment (LRE).

(1) **LRE REQUIREMENTS.**

(a) Each LEA shall have policies and procedures to ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities in Georgia shall be educated with children who are not disabled. [34 C.F.R. § 300.114(a)(2)(i)]

(b) Special classes, separate schooling or other removal of children with disabilities from the regular class environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 C.F.R. § 300.114(a)(2)(ii)]

(2) **DETERMINING EDUCATIONAL PLACEMENTS.**

(a) In determining the educational placement of a child with a disability, including a preschool child with a disability, each LEA must ensure that the placement decision:

1. Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

2. Is made in conformity with the LRE provisions contained in this rule. [34 C.F.R. § 300.116(a)(1) - (2)]

(b) The child's placement is determined at least annually, is based on the child's IEP and is as close as possible to the child's home; [34 C.F.R. § 300.116(b)(1) - (3)]

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled; [34 C.F.R. § 300.116(c)]

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and [34 C.F.R. § 300.116(d)]

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. [34 C.F.R. § 300.116(e)]

(3) **CONTINUUM OF ALTERNATIVE PLACEMENTS**.

(a) Each LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. [34 C.F.R. § 300.115(a)]

(b) The above continuum must -

1. Include the alternative placements listed in the definition of special education (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

2. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. [34 C.F.R. § 300.115(b)(1) - (2)]

(c) Preschool placements include:

1. A regular education early childhood program in the public school or community (such as Head Start, Bright from the Start Pre-Kindergarten, public or private daycare), and preschool programs with special education services delivered as:

   (i) Additional supportive services. The child remains in a regular early childhood program with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

   (ii) Direct services:

      (I) The child remains in a regular early childhood program with direct services from special education personnel utilizing a consultative, collaborative or coteaching model.

      (II) The child is in the regular education early childhood program but special education and related services are provided outside a regular education early childhood program.

2. Placements for children not attending a regular early childhood program:

   (i) A separate special education program housed in the public school or in a community-based setting, in a separate school or residential school or facility;

   (ii) A program provided at home as a natural environment;

   (iii) A program provided through service providers in their offices; or

   (iv) Any combination of the above and/or other settings based on the child's IEP.

(d) School age placements:

1. General education classroom with age-appropriate non-disabled peers, if required by the IEP:

   (i) Additional supportive services. The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

(ii) Direct services. The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.

2. Instruction outside the general classroom for individuals or small groups.

3. Separate day school or program.

4. Home-Based instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting with the following considerations:

   (i) A free and appropriate public education (FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP;

   (ii) home-based services must be reviewed no less than quarterly by the IEP team; and

   (iii) all IEPs that require home-based placements will include a reintegration plan for returning to the school setting.

5. Residential placement in-state or out-of-state.

6. Hospital/homebound instruction program (HHB)is used for students with disabilities who are placed in a special education program and have a medically diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time. The LEA shall provide hospital/homebound instruction to students with disabilities, under the requirements found in Georgia rule 160-4-2-.31 Hospital Homebound Services.

(4) **NONACADEMIC SETTINGS.**

(a) Extracurricular services and activities, including meals, recess periods, and other services and activities, each LEA shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The LEA must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings. [34 C.F.R. § 300.117]

(b) Each LEA must ensure the provision of supplementary aides and services determined appropriate by the IEP team in order to allow children with disabilities

an equitable opportunity for participation in nonacademic and extracurricular activities.

(c) Nonacademic and extracurricular services may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available [34 C.F.R. § 300.107]

(5) **CHILDREN IN PUBLIC OR PRIVATE INSTITUTIONS.**

(a) The LEA shall assure that no child with a disability placed by the LEA in a public or private institution is denied access to an education in the LRE, except for those students in adult prisons as described in 160-4-7-.02 FREE AND APPROPRIATE PUBLIC EDUCATION. [34 C.F.R. § 300.118]

(b) The LEA responsible for the education of a child with a disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services. [34 C.F.R. § 300.108(d)]

(6) **TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES**.

(a) Each LEA must carry out activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing LRE; and

(b) Are provided with technical assistance and training necessary to assist them in this effort. [34 C.F.R. § 300.119(a) - (b)]

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.07
Authority: O.C.G.A. Secs. 20-2-150, 20-2-151, 20-2-152, 20-2-154, 20-2-161, 20-2-164, 20-2-168, 20-2-200, 20-2-240, 20-2-274, 20-2-281, 20-2-302, 20-2-1160.
History. Original Rule entitled "General Provisions" adopted. F. June 22, 1990; eff. July 12, 1990.
Amended: F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Evaluations and Eligibility Determinations" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Least Restrictive Environment (LRE)" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.

Rule 160-4-7-.08. Confidentiality of Personally Identifiable Information.

(1) **CONFIDENTIAL INFORMATION.**

(a) Education records means the type of records covered under the definition of "education records" in 34 C.F.R. part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232 g (FERPA)). [34 C.F.R. § 300.611(b)]

(b) Each LEA shall provide a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the LEA intends to use in gathering the information, and the uses to be made of the information. [34 C.F.R. § 300.612(a)(2)]

(d) Confidentiality information shall be given in native languages appropriate to population groups served by the LEA. [34 C.F.R. § 300.612(a)(1)]

(e) Each LEA shall provide notice that is adequate to fully inform all parents concerning the policies and procedures which the LEA follows regarding storage, disclosure to third parties, and retention and destruction of personally identifiable information. [34 C.F.R. § 300.612(a)(3)]

(f) Each LEA shall provide a description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 C.F.R. Part 99. [34 C.F.R. § 612(a)(4)]

(2) **ACCESS RIGHTS AND REQUIRED PROCEDURES.**

(a) Each LEA must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the LEA. The LEA must comply with a request without unnecessary delay and before any meeting regarding an IEP, any due process hearing, or resolution session, and in no case more than 45 days after the request has been made. [34 C.F.R. § 300.613(a)]

1. The rights of parents regarding education records are transferred to the adult student at age 18. [34 C.F.R. § 300.625(b)]

(b) The right to inspect and review all education records includes:

1. The right to a response from the LEA to reasonable requests for explanations and interpretations of the records;

2. The right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parents from exercising the right to inspect and review the records; and

3. The right to have a representative of the parents inspect and review the records. [34 C.F.R. § 300.613(b)]

(c) Each LEA may presume that the parents have the authority to inspect and review all records relating to their child unless the LEA has been advised that the parents do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce. [34 C.F.R. § 300.613(c)]

(d) Record of Parties Obtaining Access. Each LEA must keep a record of parties obtaining access to education records collected or maintained (except access by the parents and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to review or use the records. [34 C.F.R. § 300.614]

(e) Records on More Than One Child. If any education record includes information on more than one student, the parent(s) of those students have the right to inspect and review only the data relating to their child or be informed of that specific information. [34 C.F.R. § 300.615]

(f) List of Types and Locations of Information. Upon request, the LEA must provide the parents a list of the types and locations of education records collected, maintained, or used by the LEA. [34 C.F.R. § 300.616]

(g) Fees. Each LEA may charge a fee for copies of records that are made for parents under this Rule if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The LEA may not charge a fee to search for and retrieve information. [34 C.F.R. § 300.617(a) - (b)]

(3) **AMENDMENT OF RECORDS AT PARENT'S REQUEST.**

(a) The parents who believe that information contained in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the student may request that the LEA amend the information. [34 C.F.R. § 300.618(a)]

(b) The LEA must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. [34 C.F.R. § 300.618(b)]

(c) If the LEA decides to refuse to amend the information in accordance with the request, it must inform the parents of the refusal and advise the parents of the right to a hearing provided under this Rule, paragraph (3)(d) below. [34 C.F.R. § 300.618(c)]

(d) The LEA must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 C.F.R. § 300.619] The hearing held must be conducted according to the procedures under FERPA and its regulations [34 C.F.R. § 99.22]

(4) **RESULTS OF HEARING.**

(a) If, as a result of the hearing, the LEA decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parents in writing. [34 C.F.R. § 300.620(a)]

(b) If, as a result of the hearing, the agency decides the information is accurate and not misleading or otherwise in violation of the privacy or other rights of the student, it must inform the parents of their right to place in the records it maintains on the child, a statement commenting on the information and setting forth the reasons for disagreeing with the decision of the LEA. [34 C.F.R. § 300.620(b)]

(c) Any explanation placed in the records of the student must be maintained by the LEA as part of the records of the child as long as the record or contested portion thereof is maintained by the LEA. If the records of the child, or the contested portion thereof, are disclosed by the LEA to any party, the explanation must also be disclosed to the party. [34 C.F.R. § 300.620(c)]

(5) **CONSENT.**

(a) Parental consent must be obtained before personally identifiable information is disclosed to other parties in accordance with 34 C.F.R. § 99.30, unless the disclosure is authorized without parental consent under 34 C.F.R. § 99.31. Under 34 C.F.R. § 99.31, prior consent is not required to release information to:

1. Parents or eligible children; [34 C.F.R. §§ 99.4, 99.5, 99.31(a)(8)]

2. Other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests. This includes teachers within the LEA, legally constituted cooperating agencies or other agencies providing shared services; [34 C.F.R. § 99.31(a)(1)]

3. Officials of another school, school system, or institution of postsecondary education in which the child seeks or is eligible to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record, if desired, and have an opportunity for a hearing to challenge the content of the record; [34 C.F.R. § 99.31(a)(2)]

4. Authorized Federal, State or local representatives in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs. The information must be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to above and must be destroyed when no longer needed. [34 C.F.R. § 99.31(a)(3)]

5. In connection with a child's application for or receipt of financial aid for which the child has applied or which the student has received, if the information is necessary; [34 C.F.R. § 99.31(a)(4)]

6. State and local officials or authorities to whom this information is specifically allowed to be reported or disclosed pursuant to a State statute concerning the juvenile justice system; [34 C.F.R. § 99.31(a)(5)]

7. Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. Information may only be disclosed if the study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization and the information is destroyed when no longer needed; [34 C.F.R. § 99.31(a)(6)]

8. Accrediting organizations to carry out their accrediting functions; [34 C.F.R. § 99.31(a)(7)]

9. In compliance with a judicial order or a lawfully issued subpoena. The LEA must make a reasonable attempt to notify the child's parents of the judicial order or subpoena before releasing the records, unless the disclosure is in compliance with a Federal grand jury subpoena or other subpoena issued for law enforcement purposes and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; [34 C.F.R. § 99.31(a)(9)]

10. Disclosure in connection with a health or safety emergency, if the knowledge of the information is necessary to protect the health or safety of the child or other individuals. [34 C.F.R. § 99.31(a)(10)]

11. The disclosure is information the LEA has designated as "directory information" and the LEA has given public notice to parents and eligible students of the types of personally identifiable information that the LEA has designated as directory information, a parent's or eligible student's right to refuse to let the LEA to designate any or all of those types of information about the student as directory information, and the period of time within which a parent or eligible student has to notify the LEA in writing that he or she does not want any or all of those types of information about the student designated as directory information. [34 C.F.R. § 99.31(a)(11)]

12. The Office for Civil Rights. [34 C.F.R. § 99.31(a)(3)]

13. Officials within the Department of Human Resources (DHR), Department of Corrections (DOC), Department of Juvenile Justice (DJJ) and Department of Labor (DOL) for the purpose of making appropriate educational decisions regarding placements. [34 C.F.R. § 99.31(a)(1)]

(6) **SAFEGUARDS.**

(a) Each LEA must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. The LEA's superintendent or designee must ensure the confidentiality of any personally identifiable information. Access of unauthorized persons to personally identifiable information without parent's consent is forbidden. [34 C.F.R. § 300.623(a) - (b)]

(b) All persons collecting or using personally identifiable information must receive training or instruction regarding department policies and procedures concerning personally identifiable information. [34 C.F.R. § 300.623(c)]

(c) Each LEA must maintain, for public inspection, a current listing of the names and positions of employees within the LEA who may have access to personally identifiable information. [34 C.F.R. § 300.623(d)]

(7) **DESTRUCTION OF INFORMATION.** Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable. [34 C.F.R. § 300.611(a)]

(a) The LEA must establish a procedure for destruction of information and must inform parents that personally identifiable information collected, maintained, or used in the provision of a FAPE is no longer needed to provide educational services to the child. These procedures must be in accordance with FERPA and its regulations (34 CFR part 99) and the Georgia Open Records Act (O.C.G.A. § 50-18-70*et seq.*).

(b) The information must be destroyed at the request of the parents when the information is no longer needed to provide educational services to the child. However, a permanent record of a child's name, address and telephone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation. [34 C.F.R. § 300.624(b)]

(8) **ENFORCEMENT.** Through the compliance review and general supervision process, the Georgia Department of Education (GaDOE) shall ensure that these policies and procedures are followed and that the requirements of these rules are met. [34 C.F.R. §§ 300.610.- 627]

(9) **This rule shall become effective July 1, 2007**.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.08
Authority: O.C.G.A. Secs. 20-2-133, 20-2-152, 20-2-168, 20-2-240, 240-2-270, 20-2-302, 20-2-1160.
History. Original Rule entitled, "Program Areas," adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Least Restrictive Environment (LRE)" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Confidentiality of Personally Identifiable Information" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.09. Procedural Safeguards/Parents' Rights.

(1) **GENERAL.**

(a) The term "Procedural Safeguards Notice" also refers to the document commonly identified as "Parent Rights" which, must be given to parents only one time per school year, except that a copy shall also be given to parents in the following circumstances -

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the first state complaint in a school year;
3. Upon receipt of the first request for a due process hearing in a school year;
4. Upon notification by the LEA to the parent of the decision to remove the child from his or her current placement and the removal constitutes a change of placement under the discipline provisions of IDEA and state rules because of a violation of a code of student conduct;
5. Prior to accessing a child's or parent's public benefits or insurance for the first time; and
6. Upon request by the parent. [34 C.F.R. § 300.504(a)(1) - (4)]
7. The parent may elect to receive the Procedural Safeguard/Parent Rights notice by electronic mail, if the LEA makes that option available. [34 C.F.R. § 300.505]

(b) The State and each LEA may place a copy of the Procedural Safeguards/Parent Rights on its web site. [34 C.F.R. § 300.504(b)]

(c) The content of the notice must include a full explanation of all the procedural safeguards available relating to:

1. Independent educational evaluations;
2. Prior written notice;

3. Parental consent;

4. Access to education records;

5. Opportunity to present and resolve complaints through the State complaint procedures and a due process hearing including:

   (i) The time period in which to file a complaint or due process hearing;

   (ii) The opportunity for the agency to resolve the complaint; and

   (iii) The difference between the due process hearing and the state complaint process, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;

6. The availability of mediation;

7. The child's placement during the pendency of any due process hearing;

8. Procedures for children who are subject to placement in an interim alternative educational setting;

9. Requirements for unilateral placement by parents of children in private school at public expense;

10. Due process hearings, including requirements for disclosure of evaluation results and recommendations;

11. Appeals of due process hearings, including the time period in which to file those actions;

12. Attorneys' fees; [34 C.F.R. § 300.504(c)(1) - (13)] and

13. Notice provided in a language understandable to the parents. [34 C.F.R. § 300.504(d)]

(d) Each LEA shall establish and maintain procedures to provide an opportunity for the parents of a child with a disability to:

1. Inspect and review all education records relating to the identification, evaluation, educational placement and provision of FAPE to the child. [34 C.F.R. § 300.501(a)(1) - (2)]

2. Participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education (FAPE) to such child. [34 C.F.R. § 300.501(b)(1)(i) - (ii)]

3. Obtain an independent educational evaluation of the child. [34 C.F.R. § 300.502]

(e) Each LEA shall establish and maintain procedures to provide to ensure that parents:

1. Receive notice before the school initiates or changes (or refuses to initiate or change) the identification, evaluation, educational placement of the child, or the provision of FAPE to the child. [34 C.F.R. § 300.503(a)(1) - (2)]

2. Receive notice of places to contact for assistance in understanding the procedural safeguards/parents' rights. [34 C.F.R. § 300.503(b)(5)]

3. Receive procedural safeguards notice and a full explanation of the procedural safeguards. [34 C.F.R. § 300.504(c)]

(2) **PARENTAL OPPORTUNITY TO EXAMINE RECORDS.**

Each LEA shall establish and maintain procedures which permit the parents of a child with a disability an opportunity to inspect and review any education records relating to their children that are collected, maintained or used in the identification, evaluation, educational placement and provision of a FAPE. These rights include the right to a response from the LEA to reasonable requests for explanations and interpretations of the records, the right to request the LEA to provide copies of the records and the right to have a representative of the parent to inspect and review the records. All rights of parents to examine education records shall transfer to the child at age 18, consistent with Rule 160-4-7-.09 Confidentiality of Personally Identifiable Information. The LEA may presume that the parent has these rights unless the LEA has been advised that the parent does not have the authority due to State law governing, guardianship, separation and divorce. [See 34 C.F.R. § 300.613]

(3) **PARENTAL PARTICIPATION IN MEETINGS.**

(a) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of a FAPE to the child. [34 C.F.R. § 300.501(b)(1)]

1. A meeting does not include informal or unscheduled conversations involving LEA personnel and does not include conversations on issues such as teaching methodology, lesson plans or coordination of service provision. [34 C.F.R. § 300.501(b)(3)]

2. A meeting also does not include preparatory activities that LEA personnel engage in to develop a proposal or to respond to the parent's proposal that will be discussed at a later meeting. [34 C.F.R. § 300.501(b)(3)]

3. Each LEA shall ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child. [34 C.F.R. § 300.501(c)(1)]

   (i) If the parents cannot participate in a meeting in which a decision is to be made relating to the educational placement of their child, the LEA shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing. [34 C.F.R. § 300.501(c)(3)]

   (ii) A placement decision may be made by a group without the involvement of the parent(s) if the LEA is unable to obtain their participation in the decision. In this case, the LEA must have a record of its attempts to ensure their involvement, including information that is consistent with Rule 160-4-7-.06 Individualized Education Program. [34 C.F.R. § 300.501(c)(4)]

4. The LEA shall make reasonable efforts to ensure that the parents understand and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness or whose native language is other than English. [34 C.F.R. § 300.322(e)]

(b) Each LEA must provide notice consistent with Rule 160-4-7-.06(11)(a) and (b) Individualized Education Program to ensure that parents of children with disabilities have the opportunity to participate in meetings described in (3)(a) above. [34 C.F.R. § 501(b)(2)]

(4) **INDEPENDENT EDUCATIONAL EVALUATION.**

As used in this section, independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the child with a disability in question. As used in this section, public expense means that the LEA pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parents. [34 C.F.R. § 300.502(a)(3)(i) - (ii)]

(a) The parent(s) has/have the right to an independent educational evaluation at public expense if the parent(s) disagree(s) with an evaluation conducted/obtained by the LEA, subject to the conditions in paragraphs (a)(1) - (3) of this section. [34 C.F.R. § 300.502(b)(1)]

1. If a parent requests an independent educational evaluation at public expense, the LEA must, without unnecessary delay either, initiate an impartial due process hearing to show that its evaluation is appropriate, or ensure that an independent educational evaluation is provided at public expense, unless the LEA demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria. [34 C.F.R. § 300.502(b)(2)(i) - (ii)]

2. If the final decision is that the LEA's evaluation is appropriate, the parent(s) still has/have the right to an independent educational evaluation but not at public expense. [34 C.F.R. § 300.502(b)(3)]

3. If a parent requests an independent educational evaluation, the LEA may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the LEA may not unreasonably delay either providing the independent educational evaluation at public expense or initiating an impartial due process hearing to defend the LEA evaluation. [34 C.F.R. § 300.502(b)(4)]

4. The LEA must provide to the parents, upon request, information about where an independent educational evaluation may be obtained and the LEA's criteria applicable for independent educational evaluations. [34 C.F.R. § 300.502(a)(2)]

(b) If the parent obtains an independent educational evaluation at public or private expense, the results of the evaluation:

1. Shall be considered by the LEA, if it meets state and LEA criteria, in any decision made with respect to the provision of a FAPE to the child; and

2. May be presented by either party as evidence at an impartial due process hearing under these Rules regarding that child. [34 C.F.R. § 300.502(c)(1) - (2)]

(c) If the administrative law judge or hearing officer conducting the impartial due process hearing requests an independent educational evaluation as part of a hearing, the cost of the evaluation shall be at public expense. [34 C.F.R. § 300.502(d)]

(d) Whenever the state or LEA pays for an independent educational evaluation, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the state or LEA uses when it initiates an evaluation. Except for the criteria described in this Rule, a LEA may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. [34 C.F.R. § 300.502(e)(1) - (2)]

(e) A parent is entitled to only one independent education evaluation at public expense each time the LEA conducts an evaluation with which the parent disagrees. [34 C.F.R. § 300.502(b)(5)]

(5) **NOTICE TO PARENTS/GUARDIAN/SURROGATE.**

(a) The parents shall be provided notice written in language understandable to the general public a reasonable time before the LEA proposes to initiate or change the identification, evaluation or educational placement of a child or the provision of a FAPE to the child. Written notice shall also be provided if the LEA refuses to take such action. After rights have been transferred to a child whohas reached the age of majority, any written notice covered under this Rule shall be provided to both the child and to the parent(s) of the child. [34 C.F.R. § 300.503(a) & (c); 34 C.F.R. § 300.625(c)]

(b) LEAs shall provide a full explanation of all procedural safeguards/parents' rights available to the parent(s). The communication to the parent(s) shall include a description of the action proposed or refused by the LEA, an explanation of why the LEA proposes or refuses to take the action, and a description of any options the LEA considered and the reasons why those options were rejected. Communication to the parent(s) shall include a description of each evaluation procedure, assessment, record or report the LEA used as a basis for the proposed or refused action. Also included shall be a description of any other factors which are relevant to the LEA's proposal or refusal, a statement that the parent(s) of a child with a disability has protection under the procedural safeguards/parents' rights, a statement of the means by which a copy of the procedural safeguards/parents' rights may be obtained, and information providing sources to contact for assistance in understanding the procedural safeguards/parents' rights. [34 C.F.R. § 300.503(b)]

(c) In most cases, the above Noticerequirements can be addressed by providing the parent(s) with a copy of documents such as the consent to evaluate, consent for placement, consent for accessing a child's or parent's public benefits or insurance, evaluation report, eligibility report, invitation to a meeting, the full individualized education program (IEP) (with minutes, if taken), and/or other relevant documents, as appropriate. However, there may be circumstances when a parent makes a request but these items have not yet been generated for the child. In such a case, the LEA must respond to the request through an alternative manner, such as through a letter to the parent(s), which provides all of the required elements identified in paragraph (5)(b) above.

(d) Graduation from high school with a regular education diploma constitutes a change in placement and requires written prior notice, in accordance with information above. [34 C.F.R. § 300.102(a)(3)]

(e) Language Understandable to the General Public.

1. Each LEA shall ensure that the notice required in this rule shall be written in language understandable to the general public. [34 C.F.R. § 300.503(c)(1)(i)]

2. Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. [34 C.F.R. § 300.503(c)(1)(ii)]

3. If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

   (i) The LEA must ensure the parent understands the content of the notice; and

   (ii) That there is written evidence that the requirements have been met. [34 C.F.R. § 300.503(c)(2)(i) - (iii)]

(6) **CONSENT.**

(a) At a minimum, informed parental consent shall be obtained before:

1. Conducting an initial evaluation to determine if the child qualifies as a child with a disability; [34 C.F.R. § 300.300(a)(1)(i)]

2. Conducting any re-evaluation of a child with a disability; [34 C.F.R. § 300.300(c)(1)(i)]

3. Providing initial special education and related services to a child with a disability; [34 C.F.R. § 300.300(b)(1)]

   (i) Consent to provide special education and related services is the consent for any special education and related services described in the IEP to provide FAPE.

   (ii) Annual decisions about what services are to be provided are made through the IEP process and are not part of this consent requirement.

4. Disclosing personally identifiable information under conditions described in Rule 160-4-7-.08 Confidentiality of Personally Identifiable Information; and [See 34 C.F.R. § 300.622(a) - (b)]

5. Accessing a child's or parent's public benefits or insurance for the first time as described in Rule 160-4-7-.02 Free Appropriate Public Education (FAPE). [See 34 CFR § 300.154(d)(iv)]

(b) Except for an initial evaluation, initial placement, and re-evaluation, consent is not required as a condition of any benefit to the parent(s) or child.

(c) Consent for initial evaluation shall not be construed as consent for initial provision of special education and related services. [34 C.F.R. § 300.300(a)(1)(ii)]

(d) The LEA must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability. [34 C.F.R. § 300.300(a)(1)(iii)]

(e) For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, the LEA is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child;

2. The rights of the parents of the child have been terminated in accordance with state law;

3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. § 300.300(a)(2)(i) - (iii)]

(f) If the parent of a child in public school or seeking to enroll in public school does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, the LEA may, but is not required to pursue, the initial evaluation by utilizing the procedural safeguards of mediation or due process hearings. [34 C.F.R. § 300.300(a)(3)(i)]

1. The LEA does not violate its obligations under Child Find if it declines to pursue the evaluation. [34 C.F.R. § 300.300(a)(3)(ii)]

(g) A LEA that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. [34 C.F.R. § 300.300(b)(1)]

(h) If the parents of a child fail to respond or refuse to consent to services, the LEA may not utilize the procedural safeguards of mediation or a due process hearing in order to obtain agreement that service may be provided. [34 C.F.R. § 300.300(b)(3)]

1. If the parents of the child do not provide consent for the initial provision of special education and related services, or the parents fail to respond to a request to provide consent for the initial provision of special education and related services, the LEA will not be considered in violation of the requirement to make FAPE available to the child for which the LEA sought consent. [34 C.F.R. § 300.300(b)(4)(i)]

2. The LEA is not required to convene an IEP Team meeting or develop an IEP for the child for whom the LEA requests consent. [34 C.F.R. § 300.300(b)(4)(ii)]

(i) The LEA must obtain informed parental consent prior to conducting a re-evaluation of a child with a disability. [34 C.F.R. § 300.300(c)(1)(i)]

1. If the parent refuses to consent to the re-evaluation, the LEA may, but is not required to, pursue the re-evaluation by using the consent override procedures by accessing the mediation or due process hearing procedures. [34 C.F.R. § 300.300(c)(1)(ii)]

   (i) The LEA does not violate its obligation if it declines to pursue the re-evaluation. [34 C.F.R. § 300.300(c)(1)(iii)]

2. The LEA need not obtain informed parental consent if it can demonstrate that:

   (i) It made reasonable efforts to obtain such consent;

   (ii) The child's parents failed to respond. [34 C.F.R. § 300.300(c)(2)(i) - (ii)]

3. Parental consent is not required before:

   (i) Reviewing existing data as a part of an evaluation or re-evaluation; or

   (ii) Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children. [34 C.F.R. § 300.300(d)(1)(i) - (ii)]

(j) A LEA may not use a parent's refusal to consent to one service or activity under subparagraph (d) - (f) of paragraph 6 of this Rule to deny the parent or child any other service, benefit, or activity of the LEA. [34 C.F.R. § 300.300(d)(3)]

(k) If the parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the

LEA may not use the consent override procedures described in this rule; [34 C.F.R. § 300.300(d)(4)(i)]

1. The LEA is not required to consider the child as eligible for services.

   [34 C.F.R. § 300.300(d)(4)(ii)]

2. To meet the reasonable efforts requirement in the consent section of this rule, the LEA must document its attempts to obtain parental consent. [34 C.F.R § 300.300(d)(5)]

(l) A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services.

1. Revocation of consent to provide special education and related services is for all special education and related services; not individual services.

2. The intent to withdraw the child from special education and related services must be made in writing by the parent to the LEA. [34 C.F.R § 300.300(b)(4)]

3. The LEA may not continue to provide special education and related services to the child, but must, prior to removing the child from special education and related services, provide the parent prior written notice that meets the requirements of paragraph (5) of this rule.

4. The LEA may not use the procedures of mediation or due process hearings to override the withdrawal of consent.

5. The LEA will not be in violation of the responsibility to provide a free and appropriate public education (FAPE) to a child with a disability because of the failure to provide further special education and related services.

6. The LEA is not required to convene an IEP meeting for a child whose consent to receive special education and related services has been revoked.

7. Subsequent referrals for special education and related services shall be considered an initial evaluation and subject to the sixty day evaluation time period.

8. The LEA is not required to amend the records of the child to remove any references to the provision of special education and related services prior to the receipt of the revocation of consent. [34 C.F.R § 300.9(c)(3)]

(7) **PARENTAL TRAINING AND AWARENESS.**

(a) Parents may be provided assistance:

(i) To understand the special needs of their child and information about child development; and

(ii) To acquire the necessary skills to support the implementation of their child's IEP if determined by the IEP Team as a related service. [34 C.F.R. § 300.34(c)(8)(i) - (iii)]

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.09
Authority: O.C.G.A. § 20-2-152; 20-2-240; 20-2-720.
History. Original Rule entitled "Instructional Support Services-Special Programs" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Amended: ER. 160-4-7-0.8 -9 0. adopted. F. and eff. May 11, 1995, the date of the adoption, to remain in effect for 120 days or until the effective date of a permanent Rule covering the same subject matter is adopted, as specified by the Agency.
Amended: Permanent Rule adopted F. Aug. 21, 1995; eff. Sept. 10, 1995.
Repealed: New Rule entitled "Individualized Education Program (IEP)" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Procedural Safeguards/Parents' Rights" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.
Amended: May 9, 2013; eff. May 29, 2013.

Rule 160-4-7-.10. Discipline.

(1) **GENERAL PROVISIONS.**

(a) According to Georgia school laws, LEAs are given the responsibility to develop appropriate and legally based disciplinary procedures.

(b) The code of student conduct shall apply to all children unless a child's individualized education program (IEP) specifically provides otherwise. The LEA shall ensure that the parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

(2) **AUTHORITY OF SCHOOL PERSONNEL.**

(a) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this Rule, is appropriate for a child with a disability who violates a code of student conduct. [34 C.F.R. § 300.530(a)].

(b) School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under this Rule). [34 C.F.R. § 300.530(b)(1); 34 C.F.R. § 300.536]

(c) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required under this Rule. [34 C.F.R. § 300.530(b)(2)]

(d) For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability under this Rule, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except as provided in (e) of this Rule. [34 C.F.R. § 300.530(c)]

(e) Services. A child with a disability who is removed from his or her current placement for more than 10 consecutive school days must:

1. Continue to receive educational services, as provided in Rule 160-4-7-.02 Free and Appropriate Public Education, so as to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

2. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications as set forth in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation so it does not recur. [34 C.F.R. § 300.530(d)(1)(i) - (ii)]

3. The LEA is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are provided to a child without disabilities who has been similarly removed. [34 C.F.R. § 300.530(d)(3)]

4. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is not for more than 10 consecutive school days and is not a change in

placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. [34 C.F.R. § 300.530(d)(4)]

5. If the removal is for more than 10 consecutive school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. [34 C.F.R. § 300.530(d)(5)]

6. The services required in (e) may be provided in an interim alternative educational setting. [34 C.F.R. § 300.530(d)(2)]

(3) **MANIFESTATION DETERMINATION.**

(a) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and the relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the LEA's failure to implement the IEP. [34 C.F.R. § 300.530(e)(1)(i) - (ii)]

(b) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent and relevant members of the child's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP. [34 C.F.R. § 300.530(e)(2)]

(c) If the LEA, the parent and the relevant members of the child's IEP Team determines the conduct in question was a direct result of the failure of the LEA to implement the IEP, the LEA must take immediate steps to remedy those deficiencies. [34 C.F.R. § 300.530(e)(3)]

(4) **DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION.**

(a) If the LEA, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and except as provided in paragraph (5) below, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan. [34 C.F.R § 300.530(f)(1) - (2)]

(5) **SPECIAL CIRCUMSTANCES.**

(a) School personnel may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the LEA. [34 C.F.R. § 300.530(g)(1) - (3)]

(b) The interim alternative educational setting is determined by the IEP Team. [34 C.F.R. § 300.531]

(6) **NOTIFICATION.**

(a) On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of child conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in Rule 160-4-7-.09 Procedural Safeguards. [34 C.F.R. § 300.530(h)]

(7) **DEFINITIONS**. For purpose of this section, the following definitions apply:

(a) Controlled substance - a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(b) Illegal drug - a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(c) Serious bodily injury - has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

(d) Weapon - has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. [34 C.F.R. § 300.530(i)(1) - (4)]

(8) **APPEAL.**

(a) The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this Rule, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing request pursuant to Rule 160-4-7-.12 Dispute Resolution. [34 C.F.R. § 300.531(a)].

(b) Authority of administrative law judge or hearing officer. An administrative law judge or hearing officer under Rule 160-4-7-.12 Dispute Resolution hears the facts and makes a determination regarding an appeal under the disagreement in (8)(a) above. [34 C.F.R. § 300.531(b)(1)]

1. In making a determination under this Rule, the administrative law judge or hearing officer may:

(i) Return the child with a disability to the placement from which the child was removed if the administrative law judge or hearing officer determines that the removal was a violation of this Rule or that the child's behavior was a manifestation of the child's disability; or

(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the administrative law judge or hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. [34 C.F.R. § 300.531(b)(2)(i) - (ii)]

(c) These appeal procedures may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others. [34 C.F.R. § 300.531(b)(3)]

(d) Expedited due process hearing. Whenever a hearing is requested under paragraph (8)(a) this Rule, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing consistent with Rule 160-4-7-.12 Dispute Resolution, except as provided in (d)1. and 2. below. [34 C.F.R. § 300.531(c)(1)]

1. The State is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The administrative law judge or hearing officer must make a determination within 10 school days after the hearing. [34 C.F.R. § 300.531(c)(2)]

2. Unless the parents and LEA agree in writing to waive the resolution meeting described in Rule 160-4-7-.12 Dispute Resolution or agree to use the mediation process described in the same Rule:

(i) A resolution meeting must occur within seven days of receiving notice of the due process hearing request/complaint; and

(ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process hearing request/complaint. [34 C.F.R. § 300.531(c)(3)]

(iii) The decisions on expedited due process hearings are appealable consistent with Rule 160-4-7-.12 Dispute Resolution. [34 C.F.R. § 300.531(c)(5)]

(9) **PLACEMENT DURING APPEALS.**

(a) When an appeal under this Rule has been made by either the parent or the LEA, the child must remain in the interim alternative educational setting pending the decision of the administrative law judge or hearing officer or until the expiration of the 45 school day time period provided for in this Rule, section 5, Special Circumstances, whichever comes first, unless the parent and the LEA agree otherwise. [34 C.F.R. § 300.533]

(10) **PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.**

(a) A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student

conduct, may assert any of the protections provided for in this Rule if the LEA had knowledge (as determined in accordance with this Rule) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. [34 C.F.R. § 300.534(a)]

1. An LEA must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred -

   (i) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or a teacher of the child, that the child is in need of special education and related services;

   (ii) The parent of the child requested an evaluation of the child pursuant to Rule 160-4-7-.04 Eligibility Determinations and Criteria; or

   (iii) The teacher of the child or other personnel of the LEA expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the LEA or to other supervisory personnel of the LEA. [34 CFR § 300.534(b)(1) - (3)]

2. An LEA would not be deemed to have knowledge that a child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and determined not to be a child with a disability as described in Rule 160-4-7-.04 Eligibility Determinations and Criteria. [34 C.F.R. § 300.534(c)(1) - (2)]

3. If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engaged in comparable behaviors. [34 C.F.R. § 300.534(d)(1)]

4. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and the information provided by the parents, the agency must

provide special education and related services. [34 C.F.R. § 300.534(d)(2)(i) - (iii)]

(11) **REFFERAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**.

(a) Nothing in this Rule prohibits a LEA from reporting a crime committed by a child with a disability to appropriate authorities or prevents State law enforcement or judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. [34 C.F.R. § 300.535(a)]

(b) A LEA reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. [34 C.F.R. § 300.535(b)(1)]

(c) A LEA reporting a crime under this Rule may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. [34 C.F.R. § 300.535(b)(2)]

(12) **CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS**.

(a) For purposes of removals of a child with a disability from the child's current educational placement under this Rule, a change in placement occurs if:

1. The removal is for more than 10 consecutive school days, or

2. The child has been subjected to a series of removals that constitute a pattern -

(i) Because the series of removals total more than 10 school days in a school year;

(ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals, and;

(iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. [34 C.F.R. § 300.536(a)]

(b) The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. [34 C.F.R. § 300.536(b)(1)]

1. This determination is subject to review through due process hearings and judicial proceedings. [34 C.F.R. § 300.536(b)(2)]

(13) **This rule shall become effective July 1, 2007**.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.10
Authority: O.C.G.A. Secs. 20-2-133, 20-2-150, 20-2-152, 20-2-168, 20-2-240, 20-2-735, 20-2-736, 20-2-738, 20-2-741, 20-2-750 to 20-2-766.1, 20-2-1160.
History. Original Rule entitled "Relations with Other Agencies" adopted. F. June 22, 1990; eff. July 12, 1990.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Delivery Models" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Discipline" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.11. Surrogate Parent.

(1) **APPOINTMENT**. In order to provide every child eligible for a public education with the protection of procedural due process, a surrogate parent shall be appointed by the LEA when:

(a) No parent can be identified; [34 C.F.R. § 300.519(a)(1)]

(b) The LEA, after reasonable efforts, cannot locate the parents; [34 C.F.R. § 300.519(a)(2)]

(c) The child is a ward of the State under the laws of Georgia; [34 C.F.R. § 300.519(a)(3)]; or

(d) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434 a(6)). [34 C.F.R. § 300.519(a)(4)]

(2) **LEA DUTIES**.

(a) Each LEA shall have procedures to determine that a child needs a surrogate parent and the assignment of an individual to act as a surrogate for the child. [34 C.F.R. § 300.519(b)]

(b) Each LEA responsible for educating children with disabilities shall maintain a list of eligible persons to serve as surrogate parents.

(3) **WARDS OF THE STATE**. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case,

provided that the surrogate meets the requirements in paragraphs (4)(a)(i) and (4) of this section. [34 C.F.R. § 300.519(c)]

(4) **CRITERIA FOR SELECTION OF SURROGATE PARENTS**.

(a) Each LEA must ensure that a person selected as a surrogate parent -

(i) Is not an employee of the GaDOE, the LEA or any other agency that is involved in the education or care of the child;

(ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and

(iii) Has knowledge and skills that ensure adequate representation of the child. [34 C.F.R. § 300.519(d)]

(5) **NON-EMPLOYEE REQUIREMENT; COMPENSATION**. A person otherwise qualified to be a surrogate parent under paragraph (4) of this section is not an employee of the LEA solely because he or she is paid by the LEA to serve as a surrogate parent. [34 C.F.R. § 300.519(e)]

(6) **UNACCOMPANIED HOMELESS YOUTH**. In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (4)(a)(i) of this section, until a surrogate parent can be appointed that meets all of the requirements of paragraph (4) of this section. [34 C.F.R. § 300.519(f)]

(7) **SURROGATE PARENT RESPONSIBILITIES**. The surrogate parent may represent the child in all matters relating to -

(a) The identification, evaluation, and educational placement of the child; and

(b) The provision of FAPE to the child. [34 C.F.R. § 300.519(g)]

(8) **LIABILITY**. Any individual appointed to act as a surrogate parent for a child with a disability under IDEA 2004 shall not be liable for any civil damages for any action or actions done while performing duty as a surrogate parent, except for acts or omissions to act constituting gross, willful, or wanton negligence. [O.C.G.A. Section 20-1-5]

(9) **This rule shall become effective July 1, 2007.**

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.11
Authority: O.C.G.A. Secs. 20-1-5, 20-2-133, 20-2-152, 20-2-200, 20-2-240, 20-2-302.
History. Original Rule entitled "Qualified Psychological Examiners" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Personnel, Facilities, Equipment, Materials and Class Size" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.

Amended: F. June 16, 2003; eff. July 6, 2003.
Repealed: New Rule entitled "Surrogate Parent" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.12. Dispute Resolution.

(1) **COMPLAINT PROCESS**. An organization or individual, including an organization or individual from another state, may file a signed, written complaint regarding allegations of substance. The complaint shall include a statement that the LEA has violated requirements of the IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed. [34 C.F.R. § 300.151(a); 34 C.F.R. § 300.153(a) & (b)]

(a) *The complaint must allege a violation that occurred not more than one year prior to the date the complaint is received. [34 C.F.R. § 300.153]*

(b) The party filing the complaint must forward a copy of the complaint to the LEA at the same time the party files the complaint with the GaDOE. [34 C.F.R. § 300.153(d)]

(c) The complaint shall be reviewed and investigated as necessary and appropriate action taken within 60 calendar days of its receipt by the GaDOE.

(d) If a written complaint is received that is also the subject of an impartial due process hearing or contains multiple issues, some of which are a part of an impartial due process hearing, the portions of the complaint that are not a part of that hearing shall be resolved, following the time limits and procedures described in this rule. The portions of the complaint which are also the subject of an impartial due process hearing shall be set aside pending the conclusion of the hearing. [34 C.F.R. § 300.152(c)(1)]

(e) If a written complaint is received which contains issues previously decided in an impartial due process hearing involving the same parties, the hearing decision is binding on that issue, and the complainant shall be so informed by the GaDOE. However, a complaint alleging a LEA's failure to implement an impartial due process hearing decision shall be resolved, following the time limit and procedures described in this rule. [34 C.F.R. § 300.152(c)(2) - (3)]

(f) Through activities of the GaDOE and the LEAs, the state complaint procedures will be widely disseminated to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies,

independent living centers, and other appropriate entities. [*See* 34 C.F.R. § 300.151(a)(2)]

(g) The complaint procedure is as follows.

1. Complaints from any organization or individual shall be signed and addressed in writing to:

   Director, Division for Special Education Services

   Georgia Department of Education

   1870 Twin Towers East

   Atlanta, Georgia 30334-5010

2. The party filing the complaint must forward a copy of the complaint to the LEA serving the child at the same time the party files the complaint with the State. The complaint should be forwarded to the Superintendent or the Special Education Director of the LEA.

3. The complaint shall include a statement that the State or LEA has violated a requirement of Part B of IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem of the child, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed. [34 C.F.R. § 300.153(b)]

4. The Divisions for Special Education Services and Supports shall address the issue with the LEA in writing and request a response within 10 business days from the public agency directly involved.

   (i) The LEA involved shall respond directly in writing and shall describe any explanation and/or actions relevant to the allegations.

   (ii) Copies of all correspondence shall besent to the parties involved that include the complainant, the GaDOE and the LEA. In some cases, where the parent of the child is not the complainant, the parent shall also receive copies of all correspondence and the complainant may only receive copies of information that include personally identifiable information if the parent has provided consent to release such information.

5. The parent who files the complaint and the LEA shall have the opportunity to voluntarily engage in mediation to resolve the issues within the complaint. [34 C.F.R. § 300.152(a)(3)(ii)]

6. Upon receipt of the first State complaint from a parent in a school year, the LEA involved shall provide the parent with a copy of procedural safeguards available to the parents of a child with a disability. [34 C.F.R. § 300.504(a)(2)]

7. The Divisions For Special Education Supports And Services shall review the LEA's response and a decision may then be made that no further action is required. If, however, the issue is not fully resolved, complaint investigators from the Divisions For Special Education Supports And Services shall be assigned to carry out an independent investigation, including an on-site visit, if necessary, to clarify the issue. [34 C.F.R. § 300.152(a)(1)]

8. The on-site complaint team shall gather information to determine whether there has been a violation of state rules and/or Part B of the IDEA. The on-site review may include examination of records, interviews and classroom visits.

9. The Divisions For Special Education Supports And Services shall give the complainant the opportunity to submit additional information, either orally or in writing, regarding the allegations in the complaint. [34 C.F.R. § 300.152(a)(2)]

10. The Divisions For Special Education Supports And Services shall review all relevant information and make an independent determination as to whether the LEA is violating a requirement of Part B of the IDEA. [34 C.F.R. § 300.152(a)(4)]

11. The Divisions For Special Education Supports And Services shall issue a written decision to the LEA and the complainant that addresses each allegation in the complaint and includes findings of fact and conclusions and the reasons for the final decision. [34 C.F.R. § 300.152(a)(5)]

    (i) The Divisions For Special Education Supports And Services shall include in the decision the steps necessary to resolve the complaint, including technical assistance activities, negotiations, and corrective actions to achieve compliance. [34 C.F.R. § 300.152(b)(2)] This letter of notification shall include specific requirements and timelines that shall be met in order to continue to receive IDEA federal funds or state special education funds.

(ii) *If the complaint findings indicate a failure to provide appropriate services, the complaint resolution process will address how the LEA is to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child and to the future provision of services for all students with disabilities. [34 C.F.R. § 300.151(b)]*

(iii) *GaDOE must not make any final determination that a LEA is not eligible for assistance under part B of the Act without first giving the LEA reasonable notice and an opportunity for a hearing under 34 C.F.R. § 76.401(d). [34 C.F.R. § 300.155] GaDOE's hearing process can be found in Rule 160-5-2-.02 Withholding of Funds from Local Units of Administration.*

12. An extension of the 60 calendar-day time limit for resolution may be made by the GaDOE only when exceptional circumstances exist with respect to a particular complaint or if the parent or other complainant and the LEA involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution. [34 C.F.R. § 300.152(b)]

(h) Complaints - Private Schools. Complaints that a LEA has failed to meet the requirements regarding children who are parentally-placed in private schools must be filed under the complaint procedures outlined above. Complaints regarding child find are to be filed with the LEA in which the private school is located and a copy forwarded to the GaDOE. [34 C.F.R. § 300.140]

(2) **MEDIATION PROCESS.** Each LEA shall ensure that procedures are established and implemented to allow parties to disputes involving any matter relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE) to resolve such disputes through a mediation process.

(a) The mediation process shall be available on request of either party to resolve disputes.

(b) Mediation shall be available and offered upon each receipt of a complaint or a due process hearing request.

(c) The procedures shall ensure that the mediation process:

1. Is voluntary on the part of the parties;

2. Is not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under Part B of IDEA; and

3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques. [34 C.F.R. § 300.506(b)(1)(i) - (iii)]

(d) A LEA may establish procedures to offer to parents and schools that choose not to use the mediation process, an opportunity to meet at a time and location convenient to the parents with a disinterested party who is under contract with an appropriate alternative dispute resolution entity, a parent training and information center or a community parent resource center in the State established under section 671 or 672 of IDEA, who would explain the benefits of and encourage the use of the mediation process to the parents. [34 C.F.R. § 300.506(b)(2)]

(e) The GaDOE shall maintain a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services. Mediators shall be selected on a random, rotational or other impartial basis. [34 C.F.R. § 300.506(b)(3)(i) - (ii)]

1. An individual who serves as a mediator may not be an employee of the GaDOE or the LEA that is involved in the education or care of the child; and

2. Mediators must not have a personal or professional interest that conflicts with the person's objectivity.

   (i) A person who otherwise qualifies as a mediator is not an employee of a LEA or State agency solely because he or she is paid by the GaDOE to serve as a mediator. [34 C.F.R. § 300.506(c)]

(f) The State shall bear the cost of the mediation process. [34 C.F.R. § 300.506(b)(4)]

(g) Each session in the mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute. [34 C.F.R. § 300.506(b)(5)]

(h) If the parties resolve a dispute through the mediation process, they shall execute a legally binding agreement that sets forth the resolution and states that:

1. Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings; and

2. Is signed by both the parent and a representative of the LEA with the authority to bind the LEA.

3. The written signed mediation agreement is enforceable in any state court of competent jurisdiction, in a district court of the United States or through the State Complaint Process. [34 C.F.R. § 300.506(b)(6) - (7); § 300.537]

(3) **IMPARTIAL DUE PROCESS HEARINGS.** The impartial due process hearing is designed to provide a parent or LEA an avenue for resolving differences with regard to the identification, evaluation, placement or provision of a (FAPE) to a child with a disability.

(a) The due process hearing request must allege a violation that occurred not more than two years before the date the parent or LEA knew or should have known about the alleged action that forms the basis of the due process hearing request. [34 C.F.R. § 300.507(a)(2)]

1. The timeline does not apply to a parent if the parent was prevented from filing a due process complaint due to specific misrepresentations by the school district that it had resolved the problem forming the basis of the complaint; or

2. The school district's withholding of information from the parent that was required to be provided to the parent [34 C.F.R. § 300.511(f)]

(b) Due process hearings are provided at no cost to either party; however each party is responsible for his, her, or its costs associated with hiring legal counsel or expert witnesses unless a court awards the recovery of such costs to the prevailing party

(c) The LEA must inform the parents of low-cost or no cost legal and other relevant services available if the parent requests the information or whenever a due process request is received by the LEA. [34 C.F.R. § 300.507(b)]

(d) Due Process Request Procedures are as follows:

1. The party filing a due process hearing request must provide a copy to the other party and the state. When the party filing a due process hearing request is not the LEA, the party must provide a copy to the LEA's Superintendent at the same time it provides it to the State.

2. Either party, or the attorney representing either party, may file the due process hearing request.

3. The state and the parties shall keep the content of the due process request confidential. [34 C.F.R. § 300.508(a)(1) - (2)]

4. The content of the complaint must include:
   (i) The name of the child;
   (ii) The address of the residence of the child;
   (iii) The name of the school and the LEA the child is attending;
      (I) For a homeless child, the contact information for the child and the name of the school and LEA the child is attending;
   (iv) A description of the nature of the problem of the child relating to the proposed or refused initiation or change in the identification, evaluation, placement or provision of a free appropriate public education (FAPE) including the facts relating to the problem;
   (v) A proposed resolution to the problem to the extent known and available to the party at the time. [34 C.F.R. § 300.508(b)(1) - (6)]

5. A hearing may not occur until the party or the attorney representing the party files a request that meets the requirements stated above. [34 C.F.R. § 300.508(c)]

6. The request for the due process hearing must be deemed sufficient unless the receiving party notifies the hearing officer and the other party in writing, within 15 days of receipt of the due process request that the receiving party does not believe the request meets the requirements above. [34 C.F.R. § 300.508(d)(1)]
   (i) Within five days of receipt of notification of alleged insufficiency, the administrative law judge or hearing officer must make a determination on the face of the due process request of whether it meets the requirements and must immediately notify the parties in writing of that determination. [34 C.F.R. § 300.508(d)(2)]

7. A party may amend its due process request only if:
   (i) The other party consents in writing to the amendment and is given the opportunity to resolve the due process request through mediation or a resolution meeting; or
   (ii) The administrative law judge or hearing officer grants permission not later than five days prior to the beginning of the hearing. [34 C.F.R. § 300.508(d)(3)(i) - (ii)]

(iii) If an amended due process hearing request is appropriately filed, the timelines for the resolution meeting and the resolution period begin again. [34 C.F.R. § 300.508(d)(4)]

8. LEA response to a due process hearing request.

   (i) If the LEA has not sent prior written notice regarding the subject matter of the due process hearing request to the parent, the LEA must within ten days of receiving the due process hearing request, send to the parent a response that includes:

      (I) An explanation of why the LEA proposed or refused to take action; a description of other options that the IEP team considered and the reasons why these options were rejected; a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; a description of the other factors that are relevant to the LEA's proposed or refused action. [34 C.F.R. § 300.508(e)(1)(i) - (iv)]

9. The LEA response does not preclude the LEA from asserting that the parent's due process request is insufficient. [34 C.F.R. § 300.508(e)(2)]

10. Unless responded to as above, any party receiving a due process hearing request must send to the other party within ten days a response that specifically addresses the issues raised in the due process hearing request. [34 C.F.R. § 300.508(f)]

(e) Resolution process: Within 15 days of receiving a parent's due process hearing request and prior to the initiation of a due process hearing, the LEA must convene a meeting with the parent and relevant members of the IEP Team who have knowledge of the facts identified in the due process request that:

1. Includes a representative of the LEA who has decision-making authority on behalf of the LEA; and

2. May not include an attorney for the District unless the parent is accompanied by an attorney. [34 C.F.R. § 300.510(a)(1)(i) - (ii)]

3. The parent and the LEA determine the relevant members of the IEP Team to attend the meeting. [34 C.F.R. § 300.510(a)(4)]

4. The purpose of the meeting is for the parent of the child to discuss the due process hearing request, and the facts that form the basis of the request, so

that the LEA has the opportunity to resolve the dispute that is the basis of the request for a due process hearing. [34 C.F.R. § 300.510(a)(2)]

5. The resolution meeting need not be held if the parent and the LEA agree in writing to waive the meeting; or the parent and the LEA agree to use mediation to attempt to resolve the due process hearing request. [34 C.F.R. § 300.510(a)(3)(i) - (ii)]

(f) The resolution period: If the LEA has not resolved the due process hearing request to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur. [34 C.F.R. § 300.510(b)(1)]

1. The failure or refusal of the parent to participate in the resolution meeting shall delay the timelines for the resolution process and the due process hearing until the meeting is held, unless the parties have agreed to waive the resolution meeting or to participate in mediation. [34 C.F.R. § 300.510(b)(3)]

2. If the LEA is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made (and documented using the procedures in Rule 160-4-7-.06(11)(d)) [34 C.F.R. § 300.322(d)], the LEA may at the conclusion of the 30-day resolution period, request that an administrative law judge or hearing officer dismiss the parent's due process hearing request. [34 C.F.R. § 300.510(b)(4)]

3. If the LEA fails to hold the resolution meeting within 15 days of receiving notice of a parent's due process hearing request or fails to participate in the resolution meeting, the parent may seek the intervention of an administrative law judge or hearing officer to begin the due process hearing timeline. [34 C.F.R. § 300.510(b)(5)]

(g) The timeline for issuing a decision in a due process hearing begins at the expiration of the 30-day resolution period, unless an adjustment to the 30-day resolution period is necessary.

1. The 45-day timeline for the due process hearing starts the day after the administrative law judge or hearing officer has been informed of one of the following events:

(i) Both parties agree in writing to waive the resolution meeting;

(ii) After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible;

(iii) If both parties agree in writing to continue the mediation at the end of the resolution period, but later, the parent or LEA withdraws from mediation. [34 C.F.R. § 300.510(c)(1) - (3)]

(h) If a resolution to the dispute is reached at the resolution meeting, the parties must execute a legally binding agreement that is signed by both the parent and a representative of the LEA who has the authority to bind the LEA; [34 C.F.R. § 300.510(d)(1)]

1. The agreement is enforceable in any State court of competent jurisdiction or in a district court of the United States, or through the State Complaint Process. [34 C.F.R. § 300.510(d)(2); § 300.537]

2. If the parties execute an agreement, a party may void the agreement within three business days of the agreement's execution. [34 C.F.R. § 300.510(e)]

(i) The impartial administrative law judge or hearing officer. At a minimum, an administrative law judge or hearing officer:

1. Must not be an employee of the GaDOE or the LEA that is involved in the education or care of the child; [34 C.F.R. § 300.511(c)(1)(i)(A)]

(i) A person who otherwise qualifies to conduct a hearing is not an employee of the GaDOE or its representatives solely because he or she is paid by GaDOE to serve as an administrative law judge or hearing officer. [34 C.F.R. § 300.511(c)(2)]

2. Must not be a person having a personal or professional interest that conflicts with the person's objectivity in the hearing; [34 C.F.R. § 300.511(c)(1)(i)(B)]

3. Must not be previously familiar with the student or the parents/guardian/surrogate unless through previous administrative procedures;

4. Must not be previously personally familiar with the specific program or services of the LEA at issue in the hearing. Information arising solely from previous due process hearings shall not impair an administrative law judge's impartiality, but information or personal knowledge from other sources about the specific LEA or family, including the education or employment of the administrative law judge's family shall impair that particular individual's impartiality in the particular case;

5. When any factor or event may impair or appear to impair the impartiality of the administrative law judge, such factors shall be timely disclosed to all parties.

6. Must possess knowledge of, and the ability to understand, the provisions of the IDEA, Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts; [34 C.F.R. § 300.511(c)(1)(ii)]

7. Must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and [34 C.F.R. § 300.511(c)(1)(iii)]

8. Must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice. [34 C.F.R. § 300.511(c)(1)(iv)]

9. GaDOE or its representatives must keep a list of the persons who serve as administrative law judges or hearing officers. The list must include a statement of the qualifications of each of those persons. [34 C.F.R. § 300.511(c)(2)]

(j) Subject matter of due process hearings. The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process hearing request, unless the other party agrees otherwise. [34 C.F.R. § 300.511(d)]

(k) Timeline for requesting a hearing. A parent or agency must request an impartial hearing on their due process hearing request within two years of the date the parent or agency knew or should have known about the alleged action that forms the basis of the due process request. [34 C.F.R. § 300.511(e)]

1. Exceptions to the timeline. The timeline does not apply to a parent if the parent was prevented from filing a due process hearing request due to specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process hearing request; or the LEA's withholding of information from the parent that was required to be provided to the parent. [34 C.F.R. § 300.511(f)(1) - (2)]

(l) Any party to a due process hearing has the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities; [34 C.F.R. § 300.512(a)(1)]

2. Present evidence and confront, cross-examine, and compel the attendance of witnesses; [34 C.F.R. § 300.512(a)(2)]

3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing; [34 C.F.R. § 300.512(a)(3)]

4. Obtain a written, or, at the option of the parents, electronic, verbatim record of the hearing; [34 C.F.R. § 300.512(a)(4)]

5. Obtain written, or, at the option of the parents, electronic findings of fact and decisions. [34 C.F.R. § 300.512(a)(5)]

6. Disclosure by each party to the other party at least five business days prior to a hearing all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. [34 C.F.R. § 300.512(b)(1)]

   (i) An administrative law judge or hearing officer may bar any party that fails to comply with this disclosure rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party. [34 C.F.R. § 300.512(b)(2)]

7. The calculation of business days under this section for the purposes of disclosure shall be calculated in accordance with the Georgia Civil Practice Act, O.C.G.A. § 9-11-6; O.C.G.A. 1-3-1(d)(3).

8. Obtain a list of all potential witnesses at least five business days before the hearing. If the witness list, due to its length or other factors, does not reasonably disclose the potential witnesses in the hearing, any party or the administrative law judge on his/her own motion may require a party to amend his/her witness list to include only the names of such persons who may actually testify and the general thrust of their testimony.

(m) The parties may agree to settle the matters in dispute at any time whereupon the ALJ, upon written request, shall enter an order dismissing the matter.

1. A party may file a motion for voluntary dismissal at any time, up until five days before the scheduled date of the hearing. No motion for voluntary dismissal shall be considered if filed after that time.

2. Any motion for voluntary dismissal filed pursuant to this subsection shall include a statement of the reason(s) for requesting dismissal.

3. Within five (5) days after service of the motion for voluntary dismissal pursuant to this subsection, the opposing party may file a response to the motion for voluntary dismissal.

4. If the ALJ determines that the motion has been made for good cause, the case shall be dismissed without prejudice and the party shall be authorized to re-file the complaint within the time authorized under the applicable statute(s) of limitations.

5. If the ALJ determines that there is a lack of good cause, and the party fails to appear at any scheduled hearing, or to otherwise prosecute their case, the party's claims will be deemed abandoned and dismissed with prejudice.

(n) The party seeking relief shall bear the burden of persuasion with the evidence at the administrative hearing. The administrative law judge or hearing officer shall retain the discretion to modify and apply this general principle to conform with the requirements of law and justice in individual cases under unique or unusual circumstances as determined by the administrative law judge or hearing officer.

(o) Parents involved in hearings must be given the right to:

1. Have the child who is the subject of the hearing present;

2. Open the hearing to the public; and

3. Have the record of the hearing and the findings of fact and decisions provided at no cost to parents. [34 C.F.R. § 300.512(c)(1) - (3)]

(p) An administrative law judge or hearing officer's determination of whether a child received FAPE must be based on substantive grounds. [34 C.F.R. § 300.513(a)(1)]

1. In matters alleging a procedural violation, an administrative law judge or hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:

   (i) Impeded the child's right to a FAPE;

   (ii) Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the parent's child; or

   (iii) Caused a deprivation of educational benefit. [34 C.F.R. § 300.513(a)(2)(i) - (iii)]

(I) Nothing in this paragraph shall be construed to preclude an administrative law judge or hearing officer from ordering a LEA to comply with procedural requirements. [34 C.F.R. § 300.513(a)(3)]

(q) Nothing in this Rule shall be construed to preclude a parent from filing a separate due process hearing request on an issue separate from a due process hearing request already filed. [34 C.F.R. § 300.513(c)]

(r) The GaDOE, after deleting any personally identifiable information, must transmit the findings and decisions to the State advisory panel and make those findings and decisions available to the public. [34 C.F.R. § 300.513(d)(1) - (2)]

(s) A decision made in a due process hearing is final, except that any party involved in the hearing may appeal the decision under the provisions in paragraph (s) below. [34 C.F.R. § 300.514(a)]

(t) The GaDOE must ensure that not later than 45 days after the expiration of the 30-day resolution period or the adjusted resolution time periods that:

1. A final decision is reached in the hearing; and

2. A copy of the decision is mailed to each of the parties. [34 C.F.R. § 300.515(a)(1) - (2)]

3. An administrative law judge or hearing officer may grant specific extensions of time beyond the periods set out in this rule at the request of either party. The hearing officer or administrative law judge must notify the parties in its written order granting the extension of the new date by which the decision shall be provided. [34 C.F.R. § 300.515(c)]

4. Each hearing must be conducted at a time and place that is reasonably convenient to the parents and child involved. [34 C.F.R. § 300.515(d)]

(u) Civil Action. Any party aggrieved by the findings and decision made by an administrative law judge or hearing officer has the right to bring a civil action with respect to the due process hearing request notice requesting a due process hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy. [34 C.F.R. § 300.516(a)]

1. The party bringing the action shall have 90 days from the date of the decision of the administrative law judge or hearing officer to file a civil action. [34 C.F.R. § 300.516(b)]

2. In any civil action, the court:

   (i) Receives the records of the administrative proceedings directly from the administrative law judge or hearing officer;

   (ii) Hears additional evidence at the request of a party; and

   (iii) Basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate. [34 C.F.R. § 300.516(c)(1) - (3)]

(v) The district courts of the United States have jurisdiction of actions brought under section 615 of the IDEA without regard to the amount in controversy. [34 C.F.R. § 300.516(d)]

(w) Rule of construction. Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under section 615 of the IDEA, the procedures under IDEA must be exhausted to the same extent as would be required had the action been brought under the IDEA. [34 C.F.R. § 300.516(e)]

(x) Attorneys' fees. In any action or proceeding brought under the due process hearing provisions of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to the prevailing party who is the parent of a child with a disability; or

(y) To a prevailing party who is the GaDOE or LEA against the attorney of a parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or

(z) To a prevailing GaDOE or LEA against the attorney of a parent, or against the parent, if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. [34 C.F.R. § 300.517(a)(1)(i) - (iii)]

(aa) Funds under Part B of the IDEA may not be used to pay attorneys' fees or costs of a party related to any action or proceeding under the due process hearing provisions of the IDEA. This does not preclude a public agency from using funds under Part B of the IDEA for conducting an action or proceeding under section 615 of the IDEA. [34 C.F.R. § 300.517(b)(1) - (2)]

(bb) If a court awards reasonable attorneys' fees, they must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded under this paragraph. [34 C.F.R. § 300.517(c)(1)]

(cc) Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under the due process hearing provisions of IDEA for services performed subsequent to the time of a written offer of settlement to a parent if:

1. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins;

2. The offer is not accepted within 10 days; and

3. The court or administrative hearing officer finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement. [34 C.F.R. § 300.517(c)(2)(i)(A) - (C)]

   (i) An award of attorneys' fees and related costs may be made to a parent who is the prevailing party and who was substantially justified in rejecting the settlement offer. [34 C.F.R. § 300.517(c)(3)]

(dd) Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action, or at the discretion of the State, for mediation. [34 C.F.R. § 300.517(c)(2)(ii)]

(ee) A meeting conducted pursuant to the resolution process shall not be considered a meeting convened as a result of an administrative hearing or judicial action, or an administrative hearing or judicial action, for purposes of this section. [34 C.F.R. § 300.517(c)(2)(iii)(A) - (B)]

(ff) The court may reduce the amount of the attorneys' fees awarded, if the court finds that:

1. The parent, or the parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;

2. The amount of attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience;

3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or

4. The attorney representing the parent did not provide to the LEA the appropriate information in the due process hearing request notice. [34 C.F.R. § 300.517(c)(4)(i) - (iv)]

(gg) The provisions of paragraph (dd) of this section do not apply if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceeding or there was a violation of section 615 of IDEA. [34 C.F.R. § 300.517(c)(5)]

(hh) Child's status during proceedings. Except as noted in the Rule 160-4-7-.10 Discipline, during the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing, unless the State or LEA and the parents of the child agree otherwise, the child involved in the complaint must remain in his or her current educational placement. [34 C.F.R. § 300.518(a)]

(ii) If the due process hearing request involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings. [34 C.F.R. § 300.518(b)]

(jj) If the due process hearing request involves an application for initial services under this part from a child who is transitioning from Part C (Babies Can't Wait) to Part B and is no longer eligible for Part C services because the child has turned three, the LEA is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, the LEA must provide those special education and related services that are not in dispute between the parent and the LEA. [34 C.F.R. § 300.518(c)]

(kk) If the administrative law judge or hearing officer in a due process hearing conducted by the State agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the LEA and the parents. [34 C.F.R. § 300.518(d)]

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.12
Authority: O.C.G.A. Secs. 20-2-152, 20-2-168, 20-2-240, 20-2-1160.
History. Original Rule entitled "Preschool Students with Disabilities" adopted. F. June 27, 1991; eff. July 17, 1991.
Repealed: New Rule entitled "Determination of Local School System's Ability to Provide Service to Students with Disabilities" adopted. F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Confidentiality of Personally Identifiable Information" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Dispute Resolution" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.

Rule 160-4-7-.13. Private Schools.

(1) **CHILDREN WITH DISABILITIES IN PRIVATE SCHOOLS PLACED OR REFERRED BY THE LEA.**

(a) Each LEA must ensure that a child with disability who is placed in or referred to a private school or facility by the LEA as a means of providing special education and related services -

1. Is provided special education and related services in conformance with an IEP (Rule 160-4-7-.06 Individualized Education Program);

(i) At no cost to the parents;

(ii) Is provided an education that meets the standards that apply to education provided by the GaDOE and the LEA; and

(iii) Has all of the rights of a child with a disability who is served by the LEA. [34 C.F.R. § 300.146]

(b) GaDOE/DES shall:

(i) Monitor compliance of these children through procedures such as written reports, on-site visits and parent surveys;

(ii) Disseminate copies of State standards to each private school and facility to which a LEA has referred or placed a child with a disability; and

(iii) Provide an opportunity for those private schools and facilities to participate in the development and revision of State standards that apply to them. [34 C.F.R. § 300.147]

(2) **PLACEMENT OF CHILDREN BY PARENTS WHEN FAPE IS AT ISSUE.**

(a) If the LEA made a free appropriate public education (FAPE) available to a child and the child's parents elect to place the child in a private school or facility, the LEA is not required to pay for the cost of the education, including special

education and related services, for the child at the private school or facility. However, these students must be included in the activities in paragraph (3) of this Rule. [34 C.F.R. § 300.148(a)]

1. Disagreements about FAPE: Such disagreements regarding the availability of a program appropriate for the child and the question of financial responsibility are subject to the procedural safeguards provided in Rule 160-4-7-.09 Procedural Safeguards/Parent Rights. [34 C.F.R. § 300.148(b)]

2. Reimbursement for Private School Placement: If the parents of a child with a disability, who previously received special education and related services in a LEA, enroll the child in a private preschool, elementary school or secondary school without the consent of or referral by the LEA, a court or an administrative law judge (ALJ) may require the LEA to reimburse the parents for the cost of that enrollment if the court or ALJ finds that the LEA had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by an ALJ or a court even if it does not meet the state standards that apply to education provided by the State or LEA. [34 C.F.R. § 300.148(c)]

3. Limitation on Reimbursement: The cost of reimbursement described in (a)2. above may be reduced or denied if:

   (i) At the most recent IEP Team meeting that the parents attended prior to the removal of the child from the LEA, the parents did not inform the IEP Team that they were rejecting the placement proposed by the LEA to provide a FAPE to their child and did not state their concerns or their intent to enroll the child in a private school at public expense; or

   (ii) At least 10 business days prior to the removal of the child from the LEA, the parents did not give written notice to the LEA that they were rejecting the placement proposed by the LEA to provide a FAPE to the child and did not state their concerns or their intent to enroll the child in a private school at public expense.

   (iii) If, prior to the parent's removal of the child from the LEA, the LEA informed the parents through the notice requirements of its intent to evaluate the child, including a statement of the purpose and scope of the evaluation that was appropriate and reasonable, but the parents did not make the child available for evaluation; or

   (iv) Upon a judicial finding of unreasonableness with respect to actions taken by the parents. [34 C.F.R. § 300.148(d)]

4. Exception to Limitation on Reimbursement: The cost of reimbursement must not be reduced or denied for a parent's failure to provide the notice to the LEA described in paragraph 3. immediately above if:

   (i) The school prevented the parents from providing the notice;

   (ii) The parents had not been provided a copy of the parent's rights under IDEA and, therefore, had not been notified of the requirement to provide the notice described in paragraph 3. above; or

   (iii) The provision of notice would likely result in physical harm to the child. [34 C.F.R. § 300.148(e)(1)]

5. The cost of reimbursement may, in the discretion of the court or administrative law judge, not be reduced or denied for a parent's failure to provide the notice to the LEA described in paragraph 4. immediately above if:

   (i) The parents are not literate or cannot write in English; or

   (ii) The provision of notice would likely result in serious emotional harm to the child. [34 C.F.R. § 300.148(e)(2)]

(3) **CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS.**

(a) As used in this part, the term "parentally-placed private school children with disabilities" means children with disabilities enrolled by their parents in private schools, including religious, schools or facilities when the provision of a FAPE is not at issue. The term does not include private school children with disabilities placed by the LEA as a means of providing special education and related services. [34 C.F.R. § 300.130]

1. Children who are home schooled within the jurisdiction of the LEA are also considered parentally-placed private school students for the purposes of this Rule.

(b) Child Find. Each LEA shall locate, identify, and evaluate all private schools children with disabilities (including out of state students) enrolled by their parents in private, including religious, elementary and secondary schools located in the LEA in accordance with Child Find activities described in Rule 160-4-7-.03 Child Find. The Child Find activities utilized to comply with this requirement must be comparable to activities undertaken for children with disabilities enrolled in the LEA. [34 C.F.R. § 300.131(a)]

1. The Child Find process must be designed to ensure the equitable participation of parentally-placed private school children and to provide an accurate count of children with disabilities. [34 C.F.R. § 300.131(b)]

2. The LEA shall consult with appropriate representatives of private school children with disabilities to carry out Child Find activities; the activities must be similar to those undertaken for the public school children and completed in a time period comparable to that for children attending public schools. [34 C.F.R. § 300.131(c),(e)]

(c) Provision of services. To the extent consistent with their number and location in the state, provisions must be made for the participation of private school children with disabilities in programs provided under Part B of the IDEA by providing children with special education and related services in accordance with this section (3). [34 C.F.R. § 300.132(a)]

1. A services plan shall be developed and implemented for each private school child with a disability who has been designated to receive special education and related services by the LEA in which the private school is located. [34 C.F.R. § 300.132(b)]

2. Each LEA must maintain its records and provide to the GaDOE, the following information related to parentally-placed private school children:

   (i) The number of children evaluated;

   (ii) The number of children determined to be children with disabilities; and

   (iii) The number of children served. [34 C.F.R. § 300.132(c)]

(d) To meet the requirements for provision of services above, each LEA shall adhere to the following guidelines regarding expenditures:

1. For children ages 3-21, the LEA must expend an amount that is the same proportion of the LEA's total Part B of IDEA flow through funding as the number of private school children with disabilities, ages 3-21, residing in its jurisdiction is to the total number of children with disabilities, ages 3-21, in its jurisdiction; and

2. For children ages 3-5, the LEA must expend an amount that is the same proportion of the LEA's IDEA preschool funding as the number of private school children with disabilities, ages 3-5, residing in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.

(i) Children ages 3 - 5 are considered to be parentally-placed private school children when they are enrolled by their parents in a private school that meets the definition of elementary school to include having a kindergarten program.

3. If an LEA has not expended for equitable services all of the funds required in this section by the end of the fiscal year, the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year. [34 C.F.R. § 300.133(a)]

4. Expenditures for Child Find activities may not be considered in determining whether the LEA has met these requirements. [34 C.F.R. § 300.131(d)]

5. Each LEA shall consult with representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities who reside in its jurisdiction. [34 C.F.R. § 300.133(c)(1)(i)]

   (i) Each LEA shall ensure that the child count is conducted on December 1 each year. [34 C.F.R. § 300.133(c)(1)(ii)]

   (ii) The child count shall be used to determine the amount the LEA must spend on providing special education and related services to private school children with disabilities in the following fiscal year. [34 C.F.R. § 300.133(c)(2)]

6. State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed private school children with disabilities in this section. [34 C.F.R. § 300.133(d)]

(e) Consultation. To ensure timely and meaningful consultation, the LEA must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

1. The Child Find process, including how parentally-placed private school children suspected of having a disability can participate equitably and how the parents, teachers, and private school officials will be informed of the process. [34 C.F.R. § 300.134(a)]

2. The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated. [34 C.F.R. § 300.134(b)]

3. The consultation process among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed private school children with disabilities identified can meaningfully participate in special education and related services. [34 C.F.R. § 300.134(c)]

4. How, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, how services will be apportioned if funds are insufficient to serve all parentally-placed private school children and how and when those decisions will be made. [34 C.F.R. § 300.134(d)]

5. How, if the LEA disagrees with the views of the private school officials on the provision of services or the types of services, the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract. [34 C.F.R. § 300.134(e)]

(f) Written affirmation. When timely and meaningful consultation has occurred, the LEA must obtain written affirmation signed by representatives of participating private schools. If the representatives of the participating private schools do not provide the affirmation within a reasonable period of time, the LEA must forward documentation of the consultation process to the GaDOE. [34 C.F.R. § 300.135(a) - (b)]

(g) Compliance. A private school official has the right to submit a complaint to the GaDOE that the LEA did not engage in consultation that was meaningful or timely or did not give due consideration to the views of the private school officials. [34 C.F.R. § 300.136(a)]

1. The complaint must be submitted through the Formal Complaint Process identified in Rule -.12 Dispute Resolution.

2. If the private school is dissatisfied with the decision of the GaDOE, the official may submit the complaint to the US DOE and the GaDOE must forward a copy of the appropriate documentation. [34 C.F.R. § 300.136(b)(3)]

(h) Equitable services determined. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. [34 C.F.R. § 300.137(a)]

1. The LEA must make the final decisions with respect to the services to be provided to eligible parentally-placed private school children with disabilities prior to the start of the school year. [*See* 34 C.F.R. § 300.137(b)(2)]

2. A services plan shall be completed for each private school child with disabilities who will receive special education and related services provided by the LEA and the LEA must:

   (i) Initiate and conduct meetings to develop, review, and revise a services plan for the child; and

   (ii) Ensure that a representative of the private school attends each meeting. If the representative cannot attend, the LEA shall use other measures to ensure participation, including individual or conference telephone calls. [34 C.F.R. § 300.137(c)]

(i) Equitable services provided. Services provided to private school children with disabilities must be provided by personnel who meet the same standards as personnel providing services in the public schools, except the personnel is not required to meet the highly qualified definition. [34 C.F.R. § 300.138(a)(1)]

1. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools. [34 C.F.R. § 300.138(a)(2)]

2. Each parentally-placed private school child with disabilities who has been designated to receive special education and related services shall have a *services plan* that describes the specific special education and related services that the LEA will provide to the child. [34 C.F.R. § 300.138(b)(1)]

   (i) The services plan must, to the extent appropriate, provide a statement of the special education and related services and supplementary aids and services to be provided to the child.

   (ii) The services plan must be in effect at the beginning of each school year and must be developed, reviewed and revised periodically, but not less than annually. [34 C.F.R. § 300.138(b)(2)]

3. Services may be provided by:

(i) Employees of a LEA; or

(ii) Through contract by the LEA with an individual, organization, association, agency, or other entity. [34 C.F.R. § 300.138(c)(1)]

4. Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and nonideological. [34 C.F.R. § 300.138(c)(2)]

(j) Location of services. Services provided to private school children with disabilities may be provided on site at the child's private school, including a religious school, to the extent consistent with law. [34 C.F.R. § 300.139(a)]

1. If it is necessary for the child to benefit from or participate in the services provided under his or her services plan, the private school children with disabilities must be provided transportation according to the following:

(i) From the child's school or home to a site other than the private school; and

(ii) From the services site to the private school, or to the child's home, depending on the timing of the services.

(iii) LEAs are not required to provide transportation from the child's home to the private school.

(iv) The cost of transportation as described in this Rule may be included in calculating whether the LEA has met the requirements of proportionate funding in this Rule. [34 C.F.R. § 300.139(b)]

(k) Complaints. The procedural safeguards outlined in Rule 160-4-7-.09 Procedural Safeguards/Parents' Rights do not apply to complaints that a LEA has failed to meet requirements of this rule, including the provision of services indicated on the child's services plan except that:

1. The procedural safeguards outlined in Rule 160-4-7-.09 Procedural Safeguards/Parents' Rights do apply to complaints that a LEA has failed to meet the requirements of Child Find, of this Rule, including the requirements in Rule 160-4-7-.05 Eligibility Determination and Criteria. Child Find complaints must be filed with the LEA in which the private school is located and a copy must be forwarded to GaDOE. [34 C.F.R. § 300.140(a) - (b)]

2. The formal complaint procedures contained in Rule 160-4-7-.12 Dispute Resolution (a) Complaints *do* apply to complaints that the LEA has failed to meet the requirements of equitable and timely consultation. [34 C.F.R. § 300.140(c)]

(l) Requirement that funds not benefit a private school.

1. An LEA *may not* use IDEA Part B flow-through or federal preschool funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. An LEA shall use funds provided under the IDEA to meet the special education and related services needs of children enrolled in private schools but *not* for:

   (i) The needs of the private school; or

   (ii) The general needs of the children enrolled in the private school. [34 C.F.R. § 300.141(a) - (b)]

(m) Use of personnel. An LEA *may* use IDEA Part B flow-through or federal preschool funds to provide personnel in a private school to the extent necessary to provide services under this rule to private school children with disabilities if those services are not normally provided by the private school. [34 C.F.R. § 300.142(a)]

1. In order to provide services to private school children with disabilities as described in this rule, a LEA *may* use IDEA Part B flow-through or federal preschool funds to pay for the services of an employee of a private school if the employee performs the services outside of his or her regular hours of duty and under LEA supervision and control. [34 C.F.R. § 300.142(b)]

(n) Separate classes prohibited. An LEA may not use IDEA Part B funds for classes that are organized separately on the basis of school enrollment or religion of the children if -

1. The classes are at the same site; and

2. The classes include children enrolled in public schools and children enrolled in private schools. [34 C.F.R. § 300.143(a) - (b); § 300.131(a)]

(o) Property, Equipment, and Supplies. The LEA must control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment and property purchased with those funds. [34 C.F.R. § 300.144(a)]

1. The LEA may place equipment and supplies in a private school for the period of time needed for the program. [34 C.F.R. § 300.144(b)]

2. The LEA must ensure that the equipment and supplies placed in a private school are used only for special education purposes and can be removed from the private school without remodeling the private school facility. [34 C.F.R. § 300.144(c)]

3. The LEA shall remove equipment and supplies from a private school if they are no longer needed for special education purposes or the removal is necessary to avoid their unauthorized use for other than special education purposes. [34 C.F.R. § 300.144(d)]

4. No funds under IDEA Part B may be used for repairs, minor remodeling, or construction of private school facilities. [34 C.F.R. § 300.144(e)]

(4) **This rule shall become effective July 1, 2007.**

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.13
Authority: O.C.G.A. Secs. 20-2-133, 20-2-152, 20-2-240.
History. Original Rule entitled "Determination of Local School System's Ability to Provide Service to Students with Disabilities" adopted. F. July 17, 1992; eff. August 6, 1992.
Amended: Rule renumbered to 160-4-7-.12. F. Jan. 25, 1994; eff. Feb. 14, 1994.
Amended: New Rule entitled "Transfer of Parental Rights at Age of Majority" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Private Schools" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.14. Personnel, Facilities and Caseloads.

(1) Unless otherwise specified under program areas, the following shall apply:

(a) Maintenance of current credentials shall be the ongoing responsibility of any professional employed by or under contract with an LEA. Maintenance of records of current credentials shall be the ongoing responsibility of the LEA.

(b) The LEA shall recruit, hire, train and retain an adequate supply of highly qualified (certified or licensed) personnel, including special education, related services and leadership personnel, to meet the needs of children with disabilities. [34 C.F.R. § 300.156(d)]

(c) Related service personnel who deliver services in their discipline or profession must maintain current, State approved or recognized certification, licensing, registration or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related

services and these related service personnel must have not had certification or licensure requirements waived on an emergency, temporary or provisional basis. [34 C.F.R. § 300.156(b)(2)]

1. The required standard credential for all personnel providing educational interpreting for children who are deaf or hard of hearing in LEAs, regardless of job title, shall hold a current Georgia Quality Assurance Screening (G-QAS) rating of Level III or higher in both interpreting and transliterating, as approved and maintained by the Georgia Department of Labor/Vocational Rehabilitation Program (DOL/VR), and/or documentation of advanced interpreting skills and qualifications through current national certification from the Registry of Interpreters for the Deaf (RID), and/or documentation of advanced interpreting skills and qualifications through current national certification from the National Association of the Deaf (NAD) Levels III, IV or V, and/or documentation of advance interpreting skills and qualifications through a current Educational Interpreter Performance Assessment® (EIPA) rating of Level 3.5 or higher. The EIPA rating cannot be more than five years old.

2. Maintenance of current credentials shall be the ongoing responsibility of any educational interpreter employed by an LEA for purposes of educational interpreting for children who are deaf or hard of hearing. Maintenance of records of current credentials shall be the ongoing responsibility of the LEA, and current credentials of educational interpreters must be filed with other personnel records (e.g., teacher certification credentials).

(d) The LEA shall provide a classroom of suitable size in a distraction-free area, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served. GaDOE has established this policy as a safeguard to prevent placing children with disabilities in classrooms that are too small, have visual or auditory distractions or do not have items necessary to provide appropriate instruction.

(e) Thirty-eight square feet shall be provided for each child in the class with a variance of 10 percent depending upon the total number of personnel in the class at any time, the type of children and class, the kind and amount of furniture and equipment required and the necessity for storage capabilities. Special circumstances shall be reviewed by the Facilities Department of the GaDOE and shall be addressed in the approved local facility plan.

(2) Information about caseloads for children with disabilities is contained in Appendix A below.

(a) The following are maximum class sizes and caseloads for personnel providing services for children, ages 3 through 5, in Community (C), Full Day, and Part Day classes. All numbers shown for Maximum Class Size are with a Paraprofessional.

Maximum Class Size	Caseload	
full day	8	16
part day	12	32
C	-	32

This rule shall become effective July 1, 2007.

APPENDIX A - CLASS SIZES AND CASELOADS

DELIVERY

Self-contained (SC) MAXIMUM CLASS SIZE CASE-

PROGRAM AREA Resource (R) W/O Para With Para* LOAD

INTELLECTUAL DISABILITIES				
Mild	SC	10	13	14
R		10	13	26
Moderate	SC	NA	11	11
Severe	SC	NA	7	7
Profound	SC	NA	6	6
EMOTIONAL AND BEHAVIORAL	SC	8	11	12
DISORDERS	R	10	13	26
SPECIFIC LEARNING	SC	12	16	16
DISABILITIES	R	8	10	26
VISUAL IMPAIRMENTS	SC	NA	6	7
R		8	10	26
DEAF/HARD OF HEARING	SC	6	8	8
R		3	4	11
DEAF-BLIND	SC	NA	6	7
SPEECH-LANGUAGE	SC	11	15	15
IMPAIRMENTS	R	7	NA	55
ORTHOPEDIC IMPAIRMENTS	SC	NA	11	11
R		4	5	15

See Rule 160-5-1-.08 (Class Size) for specifics.

Note: Each *paraprofessional (para) is equivalent to 1/3 teacher and affects individual class size, caseload and system average proportionately. Three paras are the maximum number that can be used to increase the maximum class size for any special education class.

Note: If children from different programs/delivery models are within the same segment, the class size shall be determined by the program/delivery model with the smallest class size. The caseloads shall be determined by averaging the respective caseloads.

Note: The placement of children with autism, traumatic brain injury, or other health impairments, and significant developmental delays (grades K and above) in the above program areas will not change class sizes.

Note: Children, with an IEP designating the service location for the delivery of goals and objectives to be the regular classroom environment, shall be reported in their special education program category if instruction is provided in a:

A. Team/Collaborative Model; or

B. Consultative Model.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.14
Authority: O.C.G.A. Secs. 20-2-150, 20-2-152, 20-2-182, 20-2-240, 20-2-730, 20-2-759.
History. Original Rule entitled "Reintegration Process" adopted. F. Jan. 25, 1994; eff. Feb. 14, 1994.
Repealed: New Rule entitled "Student Management, Discipline and Suspension/Expulsion" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Personnel, Facilities and Caseloads" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.15. Georgia Network for Educational and Therapeutic Support (GNETS).

(1) **DEFINITIONS.**

(a) All terms used in this Rule that are not defined in Section (1) and appear in the Individuals With Disabilities Education Act (IDEA), 20 U.S.C. § 1401(3)*et seq*. and/or its implementing regulations, 34 C.F.R. § 300 et seq. have the meaning stated in IDEA.

(b) **Fiscal agent -** the local educational agency (LEA) or regional educational service agency (RESA) responsible for the fiscal management and budgeting of GNETS funding.

(c) **Georgia Department of Education (GaDOE) -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(d) **Local Educational Agency (LEA) -** a local school system pursuant to local board of education control and management.

(e) **Regional Educational Service Agency (RESA) -** an agency established under O.C.G.A. § 20-2-270 to provide shared services to improve the effectiveness of educational programs and services of LEAs and to provide direct instructional programs to selected public school students.

(f) **State Board of Education (SBOE) -** the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(g) **State Education Agency (SEA) -** The term used in federal laws and regulations for the state education authority which in Georgia is the Georgia State Board of Education (SBOE).

(h) **Therapeutic Supports -** Intensive individualized interventions and/or therapy that remediates severe disruptive and self-destructive behaviors.

(i) **Zoned school -** the K-12 Public School that a student is assigned by the Local Education Agency (LEA)

(2) **GNETS PURPOSE AND SERVICES.**

(a) The Georgia Network for Educational and Therapeutic Support (GNETS) is a service available within the continuum of supports for LEAs to consider when determining the least restrictive environment for students with disabilities, ages 5-21. GNETS services is an option in the continuum of supports that prevents children from requiring residential or more restrictive placement. Specifically, GNETS provides comprehensive educational and therapeutic support services to students who exhibit intense social, emotional and/or behavioral challenges with a severity, frequency or duration such that the provision of education and related services in the general education environment has not enabled him or her to benefit educationally based on the IEP.

(b) GNETS services aim to support students with social, emotional and/or behavioral challenges. These students' behaviors may include but are not limited to, significant, aggressive, self-destructive, atypical, and withdrawal behaviors.

Children receiving GNETS services are taught coping skills, behavior regulation, and adaptive behaviors, with a keen focus on developing positive interpersonal relationships with others.

(c) GNETS services are implemented with greater intensity and frequency than what is typically delivered in a general education school environment. The supplemental aids and services available at GNETS must be appropriate and necessary in order for the child's IEP team to consider GNETS services.

(d) GNETS will be staffed to meet the needs of a unique population of students requiring intensive individualized supports, including providing appropriate therapeutic services identified in the IEP. The staff receive specialized training in skills designed to deescalate major disruptive behaviors and assist students with meeting their IEP goals.

(e) GNETS staff will collaborate with professionals from a variety of agencies to enhance students' social, emotional, behavioral and academic development based on their IEPs.

(f) The IEP team will assess at least annually whether the student with disabilities is ready to transition to a less restrictive setting. Progress monitoring data aligned with IEP goals should be reviewed to determine if the student is ready to receive a free appropriate education (FAPE) in the lesser restrictive environment.

(3) **CONSIDERATION FOR GNETS SERVICES.**

(a) Consideration for GNETS services is determined by the student's Individualized Education Program (IEP) team using the criteria set forth in SBOE Rule 160-4-7-.06.

(b) IEP teams considering recommendation of GNETS services will follow the notice requirements of SBOE Rule 160-4-7-.06. The IEP meeting will include a GNETS director or his/her designee.

(c) An individual student is considered for GNETS services only if his or her IEP team recommends GNETS services based on the existence of all of the following, which will be documented in the student's education record:

1. Documentation that indicates evidence of annual IEP reviews, progress monitoring data aligned with IEP goals, documentation indicating prior services were delivered in a lesser restrictive environment and the student's inability to receive FAPE in that environment.

2. A Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) administered within the past year.

3. Documentation that a comprehensive reevaluation has been completed within the last 3 years.

(4) **CONTINUUM OF GNETS SERVICE DELIVERY AND ENVIRONMENTS.**

(a) The IEP team must determine that GNETS services are necessary for students to receive FAPE. Removal from the general education setting will occur only when the nature or severity of students' social, emotional and/or behavioral challenges are such that education in a general education setting with the use of supplementary services and intensive individualized interventions cannot be achieved.

(b) The IEP team will consider the various setting in which GNETS services may be delivered and determine whether the individual student is likely to receive FAPE in each environment, beginning with the least restrictive setting.

(c) The GNETS continuum of services by environment may be delivered as follows:

1. Services provided in the general education setting in the student's Zoned School or other public school.

2. Services provided in the student's Zoned School or other public school setting by way of a "pull out" from the general education setting for part of the school day.

3. Services provided in the student's Zoned School or other public school for part of the school day in a setting dedicated to GNETS.

4. Services provided in the student's Zoned School or other public school for the full school day, in a setting dedicated to GNETS.

5. Services provided in a facility dedicated to GNETS for part of the school day.

6. Services provided in a facility dedicated to GNETS for the full school day.

(5) **DUTIES AND RESPONSIBILITIES**.

(a) The SEA shall:

1. Receive and disburse funds appropriated by the Georgia General Assembly to support GNETS services.

2. Administer the grant funds by performing the following in collaboration with the GaDOE:

(i) Develop rules and procedures regulating the operation of the GNETS grant, including the application process;

(ii) Notify the fiscal agents regarding each fiscal year's allocation and approve GNETS services budgets; and

(iii) Monitor GNETS to ensure compliance with Federal and state policies, procedures, rules, and the delivery of appropriate instructional and therapeutic services.

(b) The LEA shall:

1. Ensure that FAPE is delivered to students recommended for GNETS services in the least restrictive environment (LRE).

2. Convene IEP team meetings as required by State Board of Education Rule 160-4-7-.06.

3. Conduct FBAs/BIPs for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.

4. Collaborate with the GNETS to determine opportunities for students to have access to general education activities.

5. Provide transportation to and from a GNETS, as required, including transportation to and from home/school for students receiving GNETS services for part of the school day and for students participating in extracurricular activities.

6. Maintain and report student record data in accordance with the State Board of Education Rule 160-5-1-.07 and GaDOE guidance.

7. Provide student outcome assessments and other relevant data to GNETS director or designee.

8. Monitor student IEP goals annually to determine students' progress and access to services in a lesser restrictive environment.

9. Provide ongoing professional learning opportunities and best practices for teachers to support students who exhibit social, emotional and/or behavioral challenges.

10. Allocate supports and resources, which may include in-kind services to GNETS to facilitate flexible models of service delivery and best practices for equitable educational support as appropriate.

11. To the maximum extent possible, collaborate with community service providers to deliver mental health services and/or family support in students' Zoned schools.

12. Collaborate with GNETS to examine student records and discuss the coordination of service provisions for students being considered for GNETS in accordance with 34 CFR § 300.501(2)(3).

13. Provide GNETS staff access to longitudinal data for all students receiving GNETS services to ensure teachers can access records for students included on their rosters.

14. Submit student schedules to the GaDOE with the GNETS code.

15. Monitor facilities for safety and accessibility for students served by GNETS and report identified concerns to all key stakeholders such as fiscal agents, GNETS directors and any other appropriate parties.

(c) The GNETS shall:

1. Collaborate with LEAs to ensure that special education related services are provided to all students receiving GNETS services.

2. Collaborate with GaDOE to implement activities outlined in the GNETS strategic plan to improve GNETS practices and student services.

3. Complete the annual needs assessment embedded in the GNETS strategic plan.

4. Submit application for grant funds annually.

5. Submit budget request to support program operations to fiscal agents.

6. Collaborate with the fiscal agent to ensure appropriate expenditure of funds.

7. Submit student and program data as requested by the GaDOE.

8. Collaborate with LEAs to provide access to general education activities.

9. Collaborate with LEAs to ensure that students receiving GNETS services are provided access to general education classes and general education activities to the fullest extent possible based on the student's most recent IEP.

10. Conduct FBAs/BIPs for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.

11. Monitor student IEP goals annually to determine students' progress and access to services in a lesser restrictive environment.

12. Collaborate with LEAs on building capacity for professional learning opportunities, flexible models of service delivery, and determining best practices for educational support.

13. To the maximum extent possible, collaborate with community service providers to coordinate the delivery of mental health services and/or family support.

14. Collaborate with LEAs to examine student records and discuss the coordination of service provisions for students being considered for GNETS in accordance with 34 CFR § 300.501(2)(3).

15. Collaborate with LEAs to convene IEP team meetings as required by State Board Of Education Rule 160-4-7-.06.

16. Collaborate with LEAs in the service area to determine a calendar that is best suited to provide GNETS services for students.

17. Provide valid teacher identification to LEAs to ensure teachers can access longitudinal records for students included on their rosters.

18. Monitor facilities for safety and accessibility for students served by GNETS and report identified concerns to all key stakeholders including, LEAs, fiscal agents and any other appropriate parties.

(d) The Fiscal Agent shall:

1. Be either the respective LEA(s) and/or Regional Educational Service Agency affiliated with the GNETS Services.

2. Account for and disburse grant funds in accordance with general accepted accounting and financial reporting principles to restricted GNETS accounts, including, but not limited to, maintenance and operation, instructional materials, media, and sick leave. (For information concerning procedures, see the *Financial Management for Georgia Local Units of Administration*.)

3. Submit financial reports as required by the SEA and the GaDOE.

4. Monitor facilities for safety and accessibility for students served by GNETS and report identified concerns to all key stakeholders including, LEAs, GNETS directors and any other appropriate parties.

5. Report requested data to the SEA or the GaDOE.

6. Submit grant applications and budgets through the consolidated application. The fiscal agent will calculate indirect cost using one percent. Indirect cost may be used for providing such services as accounting, data processing and purchasing.

7. Serve in this capacity for the respective unit, for a minimum of three fiscal years in accordance with O.C.G.A. § 20-2-270.

8. Ensure that GNETS services are provided for all local school systems within the GNETS service area.

(e) Any fiscal agent who decides to no longer serve as fiscal agent for GNETS shall meet with school superintendents of the local school systems within a service area to take a vote no later than April 1 to be effective for the ensuing fiscal year.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.15
Authority: O.C.G.A. §§ 20-2-152, 20-2-240, 20-2-270, 20-2-270.1, 20-2-272, 20-2-274.
History. Original Rule entitled "Private Schools" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Georgia Network for Educational and Therapeutic Support (GNETS)" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. June 15, 2017; eff. July 5, 2017.

Rule 160-4-7-.16. Georgia Learning Resources System (GLRS).

(1) **DEFINITIONS.**

(a) Definitions related to all special education rules can be found in State Board of Education Rule 160-4-7-.21 DEFINITIONS.

(2) **EACH GEORGIA LEARNING RESOURCES SYSTEM (GLRS) PROGRAM SHALL:**

(a) Engage in the following statewide activities.

1. Develop and provide training, coaching and support for the implementation of evidence-based practices to support children with disabilities through on-going professional learning with assistance from the Georgia Department of Education, Division for Special Education Services and Supports (GaDOE/DSESS).

2. Provide, with training and supervision by the GaDOE/DSESS, assistance to Local Education Agencies (LEA) in preparation of their Consolidated LEA Improvement Plan (CLIP), including the Individuals with Disabilities Education Act (IDEA) and Support LEAs with IDEA monitoring.

3. Assist LEAs with the development and implementation of any corrective action plans; and assist in the revision of the CLIP following any monitoring on-site reviews, if requested.

4. Collaborate with the GaDOE special education division, and state, regional, and local partners to develop, revise and deliver training and support to parents, school and district leaders, teachers, support staff, related service providers, advocacy groups and other agencies regarding appropriate educational services for children with disabilities.

(b) Engage in other activities relating to GLRS responsibilities as determined by regional and state priorities and GLRS regional needs assessments, comprehensive data analysis of each regions' LEAs, in conformity with the GLRS Scope of Work requirements.

(c) Operate within established parameters of the reviewed GLRS scope of work and budget to satisfy the terms of the contract.

(d) Designate a fiscal agent to oversee the established parameters of the contract. The fiscal agent may be a RESA or LEA in that GLRS region.

1. If most of the LEAs served by the GLRS program desire to change the fiscal agent, a vote shall be taken no later than January 30 of each fiscal year to allow GaDOE ample time for contract forecasting for the next year. Each fiscal agent services at the discretion of the GaDOE. Written notification must be sent to GaDOE to request the change by January 30.

2. If available, funding shall be awarded annually by the State Board of Education to an approved fiscal agent for the operation of the GLRS program upon review of a scope of work and budget submitted annually to the GaDOE.

(e) Submit quarterly program reports as directed by GaDOE.

(f) Be evaluated through a continuous improvement accountability process or as determined necessary by the GaDOE/DSESS.

(3) **THE FISCAL AGENTS FOR GLRS PROGRAMS SHALL:**

(a) Submit a scope of work and detailed budget to the GaDOE by April 1 of each fiscal year, for receipt of funds to operate the GLRS program. The scope of work must include program activities and evaluation plans. The budget must be itemized and align to the scope of work. Both the GLRS scope of work and budget shall be submitted annually and approved by the State board.

(b) Recruit, select, employ, and terminate program personnel.

(c) At a minimum, employ or contract with one fulltime individual, or two parttime individuals that equal a fulltime position, on a twelve-month basis to serve as the primary GLRS program contact(s). The primary GLRS program contact(s) will be required to possess, at a minimum, a level five professional renewable certificate in special education or school psychology. Leadership certification, in addition to the required certification, is a preferred qualification. As appropriate the GaDOE may participate in the selection process for the key staff responsible for implementing the GLRS program.

(d) Provide and maintain adequate and accessible physical facilities and operating equipment, at no cost to the GLRS program.

(e) Submit reports of fund expenditures and assure accurate accounting and reporting of program budgets.

(f) Establish administrative policies and procedures for staff and program operation consistent with state and federal internal control regulations for fiscal management, location, operations, and personnel.

(g) Develop a job description for the GLRS program contact and any other personnel consistent with GLRS program objectives.

(h) Establish and implement procedures for objective evaluation of the GLRS program services, staff performance and program effectiveness.

(i) Report, periodically, fiscal, and other matters pertaining to program operation to the GLRS Advisory Board, GaDOE/ DSESS participating systems and to other agencies as necessary and appropriate.

(4) **THE GLRS ADVISORY BOARD SHALL:**

(a) Assist the fiscal agent in developing written program policies regarding location, operation, personnel, funding priorities and other matters relating to the program.

(b) Advise the GLRS program contact of regional priorities for expenditure of available GLRS funds.

(c) Advise the GLRS program contact of other identified needs in professional learning.

(d) Provide input to the fiscal agent during the development and review of administrative policies for the GLRS program that will provide optimal services to all LEAs served.

(e) Provide ongoing constructive feedback for improved operations regarding GLRS program activities.

(f) Assist the fiscal agent in devising procedures for performance evaluation of GLRS personnel.

(g) Assure compliance with state and federal regulations in planning and implementing GLRS programs and services.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.16
Authority: O.C.G.A. §§ 20-2-152, 20-2-240, 20-2-270, 20-2-270.1, 20-2-273, 20-2-274.
History. Original Rule entitled "Mediation" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Amended: F. Apr. 16, 2002; eff. May 6, 2002.
Repealed: New Rule entitled "Georgia Learning Resources System (GLRS)" adopted. F. June 14, 2007; eff. July 4, 2007.
Amended: F. Mar. 23, 2023; eff. Apr. 12, 2023.

Rule 160-4-7-.17. Required Reports.

(1) **THE FOLLOWING REPORTS SHALL BE SUBMITTED TO THE GADOE/DES.**

(a) Federal and State programs.

1. IDEA 2004 requires states to establish measurable targets for the performance of students with disabilities and to report the progress toward achieving the measurable targets set forth in the State Performance Plan through an Annual Performance Report. In addition, Georgia must report to the public on the performance of each LEA on these targets. 20 U.S.C. § 1416(b)(2)(A), 20 U.S.C. § 1416(b)(2)(C), [34 C.F.R. § 300.601(3)]

2. The Consolidated Application is due annually. The Comprehensive LEA Improvement Plan (CLIP), a part of the Consolidated Application is due every three years. Annual updates of progress and activities toward meeting the IDEA performance goals and indicators are required. The application for federal funds under Part B of IDEA 2004 and state funds for preschool special education is contained in the Consolidated Application. This should be submitted as directed by the GaDOE/DES. Failure to submit all required components could result in a delay of funding approval.

3. LEAs shall submit December 1 child counts of all eligible children with disabilities under the IDEA annually through the FTE 2 count. Each child count report shall be signed electronically by the superintendent, agency director or designee. To be eligible in this unduplicated count, children shall be enrolled by December 1 and be receiving all special education and

related services described in their IEP or service plan. [34 C.F.R. § 300.645(a)]

4. The various data reports are due annually from LEAs and special entities such as the Department of Corrections, the Department of Human Resources and the Department of Juvenile Justice. These reports provide the state with information needed for federal reporting purposes under the IDEA 2004. [34 C.F.R. § 300.645(a)]

5. All Special Project applications using state and federal funds for supporting special education services are due annually.

(b) Recovery of federal funds.

1. The GaDOE shall recover funds for erroneously counted children and audit exceptions.

2. A hearing process is available to school systems who wish to contest the above decision (*See* State Rule 160-5-2-.02 Withholding of Funds from Local Units of Administration).

(c) Georgia Learning Resources System (GLRS).

1. The GLRS budget application for Part B, IDEA federal funds and State Quality Basic Education (QBE) funds, if available, is due annually.

2. The Semi-annual Reports of GLRS Program Services are due February 15 and July 30.

3. The GLRS Professional Learning Project Descriptions are due annually on October 15.

4. The GLRS Professional Learning Project Performance Reports summarizing results data are due annually on August 15.

(d) GNETS program.

1. The Program Proposal, Calendar, Budget Summary and Narratives for State Grants and Part B, Federal Funds are due annually.

2. Service Reports are due annually in October, March and end of the year. Program Accountability data and Georgia's Continuous Improvement Monitoring Plans are due annually.

3. Demographic data are due annually.

(e) Data and other reports.

1. LEAs shall provide all reports to GaDOE/DES as required for federal and state reporting requirements. These reports -

(i) Must be submitted in a timely manner and

(ii) Must be accurate.

(2) **This rule shall become effective July 1, 2007.**

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.17
Authority: O.C.G.A. Secs. 20-2-150, 20-2-152, 20-2-168, 20-2-240, 20-2-270, 20-2-270.1, 20-2-274, 20-2-302, 20-2-1160.
History. Original Rule entitled "Complaint Process" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Required Reports" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.18. Grants For Services.

(1) **DEFINITIONS.**

(a) Definitions related to all special education rules can be found in State Board of Education Rule 160-4-7-.21 DEFINITIONS.

(2) **AUTHORIZATION.**

(a) The State Board shall have authority to provide grant funds for the implementation of other educational programs or additional personnel for the unique needs of children with disabilities.

(b) The Local Educational Agency (LEA) in receipt of these grant funds shall ensure a free appropriate public education (FAPE) for children with disabilities and follow state and federal regulations and Georgia Department of Education (GaDOE) state board rules for implementation of these programs.

(3) **GRANT FOR RESIDENTIAL AND REINTEGRATION SERVICES.**

(a) The Residential and Reintegration Services Grant is available to an LEA making a referral to a GaDOE-approved residential private school or facility when the LEA is unable to provide appropriate special education and related services to a child with disabilities within the boundaries of the LEA, within a regional program operated by the LEA, or within an educational setting operated by the State of Georgia.

1. Private schools to which children are recommended for placement shall be accredited.

(b) LEAs with children with disabilities meeting the criteria in Paragraph (2)(a) may be eligible to receive partial or total funding for educational costs, related services, and room and board. LEAs must assume all costs for transportation expenses.

(c) Educational costs funded through the Residential and Reintegration Services Grant program shall be shared between the LEA and the GaDOE. The LEA shall assume the cost prior to grant application submission and approval. GaDOE, as state funding permits, will reimburse the approved costs assumed prior to the grant application and included in the proposed approved budget submitted with the grant application.

1. If there is insufficient state funding to cover approved costs or budgets, the LEA shall assume a percentage of the total cost equal to the percent of local funds utilized for the educational costs, related services, and room and board. The GaDOE shall maintain a record of the percent requirement for LEAs and state participation in this program.

2. It is the LEA's responsibility to initiate and submit an application for the Residential and Reintegration Services Grant. The LEA may use other funds from public or private agencies to assist in the cost of educating a child in a residential private school or facility, provided the services are arranged by the LEA.

(d) LEAs that apply for assistance shall assume full responsibility for the cost of educating a child in a residential private school or facility at the time of submitting an application. Grants are not automatically funded. Approval for grant applications shall be based on the availability of funds. If there are more applicants than funding, the applications will be approved based on the severity of the disabling condition. The priorities are:

1. Children with profound and severe disabilities requiring residential services who are wards of the State.

2. Children with profound and severe disabilities requiring reintegration from a residential program.

3. Children with profound disabilities needing residential services.

4. Children with severe disabilities needing residential services.

(e) This grant is also available to the Department of Human Services (DHS) and Department of Behavioral Health and Developmental Disabilities (DBHDD) for children with disabilities who are wards of the State and in their custody.

(f) All children placed in a residential private school or facility must have a reintegration plan developed by the LEA's Individualized Education Program (IEP) Team. The reintegration plan, which shall include a specific timeline, must detail the process for moving the child toward a less restrictive environment. Parents shall be invited to participate in the development of the reintegration plan and with the transition.

1. LEAs may submit a grant application for reimbursement of educational costs, correlated services, and other costs directly related to the reintegration plan. GaDOE will reimburse the approved costs assumed prior to the grant application and the proposed approved budget submitted with the grant application as state funding permits.

(g) All children placed in a residential private school or facility or placed in a reintegration program following full-time placement in a residential private school or facility shall be observed at least once a year by an LEA representative. This observation may coincide with the IEP annual review. The progress reports and other related information for each child shall be reviewed at the IEP annual review. Observations and reviews may take place more frequently as determined by the IEP team.

(h) If a child who is currently funded through the Grant for Residential and Reintegration Services program becomes the subject of a due process hearing, fiscal maintenance of the placement shall be continued, funds permitting; however, the LEA is still responsible for payment.

(4) **GRANT TO ACCESS STATE INTERAGENCY SERVICES.**

(a) This grant is designed to provide access for the education of children with disabilities who are placed in one of the state-operated facilities for an appropriate educational program designed to meet their unique needs.

(b) This grant may be used to reimburse teacher costs, intake costs, and placement costs incurred by state agencies that provide special education and related services to children with disabilities.

(c) State agencies may submit a grant application for reimbursement of teacher costs, intake costs, and placement costs of these children incurred by the state agencies. GaDOE will reimburse the approved costs assumed prior to the grant application and the proposed approved budget submitted with the grant application as state funding permits.

(d) The LEA's IEP Team has the full and final responsibility for determining appropriate special education services and the least restrictive environment for education placement.

(e) The LEA's IEP Team shall consult with the treatment team as to the appropriate location of services and shall review the following: safety, level of behavioral control, treatment factors, health, and any other medical considerations.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.18
Authority: O.C.G.A. §§ 20-2-152, 20-2-240.
History. Original Rule entitled "Hearing Processes" adopted. F. Aug 14, 2000; eff. September 3, 2000.
Amended: F. Apr. 16, 2002; eff. May 6, 2002.
Amended: F. Apr. 13, 2006; eff. May 3, 2006.
Repealed: New Rule of same title adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule entitled "Grants for Services" adopted. F. Feb. 9, 2009; eff. Mar. 1, 2009.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.
Amended: F. Mar. 23, 2023; eff. Apr. 12, 2023.

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

(1) PURPOSE.

(a) This Rule is designed to provide access for students who are placed by the Department of Human Services (DHS), Department of Behavioral Health and Developmental Disabilities (BHDD) or the Department of Juvenile Justice (DJJ) in one of the DBHDD-operated facilities or in contracted facilities and any child who is a patient in a facility licensed by the State of Georgia to deliver intermediate care services, to an appropriate educational program designed to meet the needs of the student.

(2) **DEFINITIONS.**

(a) DHS or DBHDD contracted facility - a facility that is contracted by DHS or DBHDD to serve clients placed by DHS or DBHDD. This includes public and private facilities for which DHS or DBHDD contracts on a client-by-client basis for a residential placement for an individual client.

(b) DJJ contracted facility - a facility that is contracted by DJJ to serve clients placed by DJJ. This includes public and private facilities for which DJJ contracts on a client-by-client basis for a residential placement for an individual client.

(c) DHS or DBHDD operated facility - a facility that is operated by DHS or DBHDD to serve clients placed by DHS or DBHDD. This includes the regional hospital and outdoor therapeutic programs.

(d) For purposes of these rules, students placed by DHS or DBHDD in DHS or DBHDD-operated or contracted facilities and students placed by DJJ in DJJ-contracted facilities are eligible for education services in the LEA in which the facility is located.

1. A child is considered to be in the physical or legal custody of DHS, DBHDD or DJJ or any of its divisions if custody has been awarded either temporarily or permanently by court order or by voluntary agreement and the child has been admitted or placed according to an individualized treatment or service plan of DHS or DBHDD.

(e) For purposes of these rules, the following students shall NOT be subject to these rules:

1. Students in a Department of Juvenile Justice (DJJ) Youth Develo pment Center, regardless of custody status.

2. Students in Department of Corrections (DOC) facilities, regardless of custody status.

(3) **REQUIREMENTS.**

(a) Notice.

1. Students with or without disabilities.

(i) For a student placed by DHS or DBHDD in a DHS or DBHDD contracted or operated facility or a student placed by DJJ in a DJJ contracted facility, the custodian of or the placing agency for the child shall notify in writing the LEA in which the facility is located at least five days in advance of the move, unless an emergency prohibits said custodian or placing agency from so doing. The LEA's responsibility shall be in effect once the student is physically present within the geographical area served by the LEA.

(b) Transfer of records. Transfer of education records and educationally related records by a LEA, DHS, DBHDD or DJJ does not require signed parental/guardian consent. However, the parents/guardians shall be notified and, upon request, receive a copy of all transmitted information. The DHS/DBHDD/DJJ facility shall furnish to the LEA the medical and educational records in the possession of the DHS/DBHDD /DJJ facility pertaining to any such student, except where consent of a parent or legal guardian is required to authorize the release of any such records, in which event DHS/DBHDD/DJJ shall obtain such consent from the parent or guardian prior to such release. When the custodian of or placing agency for any child notifies a LEA that a child is to be moved into that LEA, such LEA shall request the transfer of the educational records of the

child from the appropriate District or facility no later than ten days after receiving notification.

(c) Educational meetings.

1. Students without disabilities.

   (i) After the receipt of the records and within a period of five calendar days, the LEA superintendent or designee shall schedule an educational planning meeting with a DHS or DBHDD and facility representative. A record of the meeting shall be maintained by the LEA for documentation. If a determination is made to refer to special education for further evaluation, the procedures outlined for students with disabilities shall be followed. The LEA, with input from DHS or DBHDD and facility staff, shall have the responsibility for the determination of eligibility for students identified as IDEA eligible.

2. Students with disabilities.

   (i) Within five calendar days of receipt of records the LEA shall contact the DHS or DBHDD facility and conduct an IEP meeting. If the student is in the custody of DHS or DBHDD, a surrogate parent shall be appointed.

   (ii) In the event that the parents/guardians are unavailable to participate in the IEP development and an IEP has been developed by the LEA, a surrogate, as appropriate, shall be appointed (in accordance with Rule 160-4-7.11 Surrogate) to represent the student at IEP/placement meetings as long as the student resides at the DHS or DBHDD facility. The LEA shall document attempts to notify the parent(s)/guardian(s) and the LEA shall document that a copy of the IEP has been forwarded to the current address of the parents/guardian although the parents/guardians have been unresponsive or unavailable.

   (iii) The LEA shall assume the responsibility for scheduling and conducting the IEP meeting. The meeting shall follow all State Board of Education rules for special education.

   (iv) The LEA shall provide a free appropriate public education, including services comparable to those described in the previously held IEP, until such time as the LEA adopts the previously held IEP or develops, adopts, and implements a new IEP. Based on needs addressed in the IEP, determination shall be made as to where service shall be provided.

(v) In the event that a student is placed for a limited, specified time that is considered short-term (under 60 calendar days), the responsible LEA shall provide a free appropriate public education, including services comparable to those described in the previously held IEP, until such time as the LEA adopts the previously held IEP or develops, adopts, and implements a new IEP.

(vi) When the IEP Committee determines that the least restrictive environment (LRE) for a student is the DHS or DBHDD facility, the LEA shall continue to have oversight responsibility for the educational program.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.19
Authority: O.C.G.A. Secs. 20-2-133, 20-2-150, 20-2-152, 20-2-168.
History. Original Rule entitled "Assistive Technology" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Services for Agency-Placed Students" adopted. F. June 14, 2007; eff. July 4, 2007.
Repealed: New Rule of same title adopted. F. Mar. 11, 2010; eff. Mar. 31, 2010.

Rule 160-4-7-.20. Mandatory Pre - Determination of Local Educational Agency's Inability to Provide Services to a Student(s) With a Disability.

(1) **REQUIREMENTS.**

(a) Prior to any LEA determining it is unable to serve an eligible child with disabilities, the local school superintendent shall contact the state school superintendent to explore possible alternatives for services. GaDOE shall provide assistance to the local school superintendent in locating needed services, where appropriate.

(b) The State Board of Education may determine that an LEA is unable to establish and maintain programs of free appropriate public education. Should the state board make such determination, the following procedures shall apply: Notice shall be given to the LEA of the proposed determination; the LEA shall be given the opportunity to respond to the proposed determination by presenting oral testimony and documentary evidence to the state board; evidence and notice of such testimony shall be sent to the state school superintendent 10 days before it is to be presented to the state board; and the members of the state board shall have the opportunity to ask questions of the state school superintendent or staff and the LEA.

(c) When an LEA determines that it is unable to provide a free appropriate public education to an eligible child with disabilities after an individualized education

program (IEP) has been developed by its IEP Team, the LEA shall notify, in writing, the state school superintendent. However, prior to sending such notice, the LEA shall exhaust all avenues for providing services for the child. The unavailability of a teacher or other necessary employees shall not be sufficient cause for the LEA to be deemed unable to provide a free appropriate public education to the student in question.

1. The LEA's written notice shall include:

   (i) A resolution of the local board of education stating that it is unable to serve the student;

   (ii) A copy of the child's past and current complete special education record, including at a minimum the IEP, placement minutes and comprehensive evaluation information.

   (iii) An explanation of the LEA's inability to provide a free appropriate education to the student, including efforts made by the LEA to provide special education services in accordance with the child's IEP, and efforts to develop and/or locate services.

2. The state school superintendent and any necessary GaDOE staff shall review the notice and may request additional information.

3. After a review of the notice, the state school superintendent may either:

   (i) Concur with the LEA, or

   (ii) Disagree with the conclusion of the LEA.

4. If the state school superintendent concurs with the LEA, special education and related services shall be provided to the student. The state school superintendent shall inform the state board of the decision.

5. If the state school superintendent disagrees with the LEA, he or she shall make a recommendation to the state board regarding the LEA's ability to serve the student and shall send a copy of the recommendation to the LEA.

   (i) The state board shall determine whether the LEA is unable to serve the child. The state board shall have the authority to determine that the LEA is either unable to serve the student, regardless of the position taken by the LEA.

6. If the state board determines that the LEA is unable to serve the student, special education and related services shall be provided to the student.

(d) If the state board determines that the LEA is unable to serve the student, the state board shall assume responsibility for the implementation of the IEP by locating services or, if not located, by providing services directly or through contract.

1. Once services are implemented, the LEA shall be responsible for any amendment and/or annual review of the student's IEP.

2. GaDOE shall maintain oversight responsibility of the IEP, and shall be responsible for ensuring the delivery of services and compliance with the IEP.

   (i) GaDOE shall develop an oversight plan specifically for the LEA. The plan shall specify a time frame for the reporting responsibility of the LEA and the level of involvement of GaDOE with the LEA in regard to the student's IEP and its implementation.

3. If the LEA is determined by the state board to be unable to serve a student and GaDOE locates services in accordance with paragraph (1)(d), then GaDOE and the LEA shall share the financial responsibilities. If GaDOE provides services directly or through contract, then GaDOE shall retain from the LEA the necessary state and/or federal funds to provide such services to the student.

4. The state board may implement Rule 160-5-2-.02 Withholding of Funds as necessary.

(2) The administrative hearing procedures shall not apply. [*See* 34 C.F.R. § 300.175; § 300.221; § 300.227]

(3) **This rule shall become effective July 1, 2007.**

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.20
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240, 20-2-270, 20-2-274.
History. Original Rule entitled "Georgia Learning Resources System (GLRS)" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Mandatory Pre-Determination of Local Educational Agency's Inability to Provide Services to a Student(s) With a Disability" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.21. Definitions.

(1) **Accommodation -** Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or

settings. When used appropriately, they reduce or even eliminate the effects of a child's disability; but do not reduce or lower the standards or expectations for content. Accommodations, that are appropriate for assessments do not invalidate assessment results.

(2) **Adult student -** A student with a disability, age 18 or older, to whom rights have transferred under the IDEA 2004 and Georgia Rule.

(3) **Age of majority -** The age at which, by law, a child assumes the responsibilities of an adult. In Georgia, the age of majority is 18.

(4) **Alternate assessment -** An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the State and required in lieu of regular Statewide assessments, when determined necessary by the child's IEP team.

(5) **Assistive technology device** - Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device. [34 C.F.R. § 300.5]

(6) **Assistive technology service** - Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

(a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

(b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

(c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

(d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. [34 C.F.R. § 300.6]

(7) **Behavioral intervention plan (BIP) -** A plan for a child with disabilities, included in the IEP when appropriate, which uses positive behavior interventions, supports and other strategies to address challenging behaviors and enables the child to learn socially appropriate and responsible behavior in school and/or educational settings.

(8) **Braille -** A tactile system of reading and writing, used by children who have blindness or visual impairments, with an official code composed of Braille characters or cells that consist of various patterns of raised dots that correspond to alphabetic letters, punctuation marks and other symbols.

(9) **Charter school** - Has the meaning given the term in section 5210(1) of the Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. 6301*et seq*. (ESEA). [34 C.F.R. § 300.7]

(10) **Child with a disability -** Ingeneral,

(a) Refers to a child evaluated as having mentalretardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (includingblindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, or deaf-blindness and who needs special education and related services.If it is determined, through an appropriate evaluation, that a child has one of the above disabilities identified but only needs a related service and not special education, the child **is not** a child with a disability.If the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability. [34 C.F.R. § 300.8(a)(1) - (2)]

(b) A child with a disability aged three through nine (or any subset of that age range, including ages three through five) experiencing developmental delays, may include a child -

1. Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

2. Who, by reason thereof, needs special education and related service. [34 C.F.R. § 300.8(b)(1) - (2)]

(11) **Consent** means that -

(a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;

(b) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and

(c) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). [34 C.F.R. § 300.9]

(12) **Core academic subjects** - Refers to English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [34 C.F.R. § 300.10]

(13) **Day; business day; school day** -

(a) Day is calendar day unless otherwise indicated as business day or school day.

(b) Business day refers to Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

(c) School day equates to any day, including a partial day that children are in attendance at school for instructional purposes. School day has the same meaning for all children in school, including children with and without disabilities. [34 C.F.R. § 300.11]

(14) **Elementary school** - A nonprofit institutional day or residential school, including a public elementary charter school, which provides elementary education and contains any grade below four and does not contain any grade above grade eight. O.C.G.A. § 20-2-291(c)[34 C.F.R. § 300.13]

(15) **Eligibility Team** - A group of qualified professionals and the parent of the child, which determines whether the child is a child with a disability and determines the educational needs of the child. [34 C.F.R. § 300.306(a)(1)]

(16) **Evaluation** - Procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. [34 C.F.R. § 300.15]

(17) **Evaluation report** - A summary of evaluation results obtained in the process of collecting information to determine if a child is a child with a disability and the educational needs of the child. The evaluation reports will vary from child to child, depending on the types of evaluations completed. An eligibility report or written statement of reevaluation considerations may serve as an evaluation report.

(18) **Excess costs -** Those costs that are in excess of the average annual per-child expenditure in a LEA during the preceding school year for an elementary school or secondary school child, as may be appropriate, and that must be computed after deducting amounts received under Part B of IDEA, Part A of Title I of the ESEA and Parts A and B of Title III of the ESEA. Any state or local funds expended for programs that would qualify for assistance under any of the parts described in this section, but excluding any amounts for capital outlay or debt service. [34 C.F.R. § 300.16]

(19) **Free appropriate public education (FAPE)** - Special education and related services that -

(a) Are provided at public expense, under public supervision and direction, and without charge;

(b) Meet the standards of the State, including the requirements of this part;

(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and

(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements IDEA 2004. [34 C.F.R. § 300.17]

(20) **Functional behavioral assessment (FBA) -** A systematic process for defining a child's specific behavior and determining the reason why (function or purpose) the behavior is occurring. The FBA process includes examination of the contextual variables (antecedents and consequences) of the behavior, environmental components, and other information related to the behavior. The purpose of conducting an FBA is to determine whether a Behavioral Intervention Plan should be developed.

(21) **Homeless children** - Has the meaning given the term homeless children and youths in section 725 (42 U.S.C. 11434 a) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431*et seq.* [34 C.F.R. § 300.19]

(22) **Include** - The items named are not all of the possible items that are covered, whether like or unlike the ones named. [34 C.F.R. § 300.20]

(23) **Individualized education program** (IEP) - A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004. [34 C.F.R. § 300.22]

(24) **Individualized education program team** (IEP Team) - A group of individuals defined in Rule 160-4-7-.06 Individualized Education Program that is responsible for developing, reviewing, or revising an IEP for a child with a disability. [34 C.F.R. § 300.23]

(25) **Individualized family service plan** (IFSP) - A written plan for services to an infant or toddler in the Part C Babies Can't Wait early intervention program that may be used in

the Part B preschool program until an IEP is written, if the IFSP meets all the requirements of the IEP. [34 C.F.R. § 300.24]

(26) **Infant or toddler with a disability -** (a) An individual under three years of age who needs early intervention services because the individual -

1. Is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or

2. Has a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay. [34 C.F.R. § 300.25]

(27) **Limited English proficient -** Has the meaning given the term in section 9101(25) of the ESEA. [34 C.F.R. § 300.27]

(28) **Local educational agency (LEA) -** A public board of education or other public authority legally constituted within Georgia for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of the State, or for a combination of school districts or counties as are recognized in the State as an administrative agency for its public elementary schools or secondary schools. The term includes an educational service agency and any other public institution or agency having administrative control and direction of a public elementary or secondary school, including a public nonprofit charter school that is established as a LEA under State law. [34 C.F.R. § 300.28]

(29) **Modifications -** 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.

(30) **Native language -**

(a) When used with respect to an individual who is limited English proficient, means the following:

1. The language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child, except as provided in (a)2.

2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

(b) For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication). [34 C.F.R. § 300.29]

(31) **Parent -**

(a) Refers to-

1. A biological or adoptive parent of a child;

2. A foster parent;

3. A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);

4. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

5. A surrogate parent who has been appointed.

(b) Except as provided in paragraph (c) below, the biological or adoptive parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

(c) If a judicial decree or order identifies a specific person or persons under paragraphs (a)1. through 4. to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent." [34 C.F.R. § 300.30]

(32) **Parent training and information center** - A center assisted under section 671 or 672 of IDEA. [34 C.F.R. § 300.31]

(33) **Part B -** Section of IDEA 2004 that relates to the assistance to states for the education of children with disabilities who are ages 3 through 21. Part B is administered by the Georgia Department of Education and carried out by LEAs and other public agencies.

(34) **Part C -** Section of IDEA 2004 that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through 2, with disabilities. In Georgia, Part C is administered by the Department of Human Resources, Division of Public Health as the Babies Can't Wait program.

(35) **Personally identifiable** - Information that contains-

(a) The name of the child, the child's parent, or other family member;

(b) The address of the child;

(c) A personal identifier, such as the child's social security number or student number; or

(d) A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. [34 C.F.R. § 300.32]

(36) **Related services -**

(a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

(b) Exception; services that apply to children with surgically implanted devices, including cochlear implants.

1. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.

2. Nothing in paragraph (b)1. -

(i) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services (as listed in paragraph (a) of this section) that are determined by the IEP Team to be necessary for the child to receive FAPE;

(ii) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or

(iii) Prevents the routine checking of an external component of a surgically-implanted device to make sure it is functioning properly, as required.

(c) Individual related services terms defined. The terms used in this definition are defined as follows:

1. Audiology includes -

   (i) Identification of children with hearing loss;

   (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

   (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

   (iv) Creation and administration of programs for prevention of hearing loss;

   (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

   (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

2. Counseling services means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

3. Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

4. Interpreting services includes -

   (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and

   (ii) Special interpreting services for children who are deaf-blind.

5. Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

6. Occupational therapy - skilled services and interventions provided by a qualified occupational therapist/occupational therapy assistant that includes:

   (i) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation related to the student's ability to perform school relates tasks as independently as possible by evaluating and establishing goals to address deficits in the following areas, as appropriate based on a student's individualized needs: fine and gross motor skills, sensorimotor skills, visual motor/perceptual skills, social integration, activities of daily living, feeding, positioning, and sensory processing and regulation for alertness/attention.

   (ii) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

   (iii) Preventing, through skilled intervention, initial or further impairment or loss of function.

   (iv) Providing education and training of school personnel to support and monitor occupational therapy programs such as sensory diet, positioning, and feeding.

7. Orientation and mobility services -

   (i) Services provided to blind or visually impaired children by qualified personnel to enable those children to attain systematic orientation to and safe movement within their environments in school, home, and community; and

   (ii) Includes teaching children the following, as appropriate:

      (I) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

      (II) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

      (III) To understand and use remaining vision and distance low vision aids; and

(IV) Other concepts, techniques, and tools.

8. Parent counseling and training means:

   (i) Assisting parents in understanding the special needs of their child;

   (ii) Providing parents with information about child development; and

   (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

9. Physical therapy means services provided by a qualified physical therapist to include:

   (i) Improving, developing, or restoring function and participation that have been impaired related to the student's ability to perform educational and related tasks as independently as possible;

   (ii) Physical therapy in school settings supports the purpose of IDEA to advance "further education, employment and independent living" of children with disabilities and addresses the students' goals for the educational environment.

   (iii) School based physical therapy is a related service provided when it is required in order to assist a child with a disability to benefit from special education as determined by a student's IEP team.

   (iv) Physical therapy provided in educational environments supports children's ability to function, access, and participate safely in all school environments. Physical therapists address issues involving safe access, balance, strength, motor skills, coordination, ambulation, transfers, safe mobility, and general independence as they relate to tasks required in educational environments. Physical therapists assist in providing equipment for students who need support for posture, positioning, proper structural alignment, class participation, and activities of daily living during school activities. This includes providing consult or training services to teaching staff and other personnel on behalf of students for training and monitoring physical therapy programs and equipment.

   (v) Prevention, through prompt skilled intervention, initial or further impairment or loss of function and participation.

10. Psychological services includes -

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

(iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and

(vi) Assisting in developing positive behavioral intervention strategies.

11. Recreation includes -

(i) Assessment of leisure function;

(ii) Therapeutic recreation services;

(iii) Recreation programs in schools and community agencies; and

(iv) Leisure education.

12. Rehabilitation counseling services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a child with a disability. The term also includes vocational rehabilitation services provided to a child with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701*et seq.*

13. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

14. Social work services in schools includes -

(i) Preparing a social or developmental history on a child with a disability;

(ii) Group and individual counseling with the child and family;

(iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(v) Assisting in developing positive behavioral intervention strategies.

15. Speech-language pathology services includes -

(i) Identification of children with speech or language impairments;

(ii) Diagnosis and appraisal of specific speech or language impairments;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

(iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

16. Transportation includes -

(i) Travel to and from school and between schools;

(ii) Travel in and around school buildings; and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [34 C.F.R. § 300.34]

(37) **Scientifically-based research (SBR**) - Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that:

(a) employs systematic, empirical methods that draw on observation or experiment;

(b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

(d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

(38) **Secondary school** - A nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12. State law defines "middle school" as a school which contains no grade below grade four and no grade above grade eight. State law defines "high school" as a school which contains any grade above grade eight. O.C.G.A. § 20-2-291(c). [34 C.F.R. § 300.36]

(39) **Special education -**

(a) General.

1. Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including -

(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

2. Special education includes each of the following, if the services otherwise meet the requirements of (a) 1. -

(i) Speech-language pathology services is considered special education and a related service under State standards;

(ii) Travel training; and

(iii) Vocational education.

(b) Individual special education terms defined. The terms in this definition are defined as follows:

1. At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to

nondisabled children or their parents as a part of the regular education program.

2. Physical education means the development of physical and motor fitness, fundamental motor skills and patterns and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). It includes special physical education, adapted physical education, movement education, and motor development.

3. Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction -

   (i) To address the unique needs of the child that result from the child's disability; and

   (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

4. Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to -

   (i) Develop an awareness of the environment in which they live; and

   (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

5. Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

6. Vocational and technical education means organized educational activities that offer a sequence of courses that -

   (i) Provides individuals with the rigorous and challenging academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a Master's or doctoral degree) in current or emerging employment sectors;

(ii) May include the provision of skills or courses necessary to enroll in a sequence of courses that meet the requirements of this subparagraph; and

(iii) Provides, at the postsecondary level, for a 1- year certificate, an associate degree, or industry-recognized credential; and

(iv) Includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, or an individual. [34 C.F.R. § 300.39]

(40) **State educational agency** (SEA) - The agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools. [34 C.F.R. § 300.41]

(41) **Supplementary aids and services** - Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the requirements for a Free and Appropriate Public Education. [34 C.F.R. § 300.42]

(42) **Transition services -**

(a) A coordinated set of activities for a child with a disability that -

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

2. Is based on the individual child's needs, taking into account the child's strengths, preferences and interests; and includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to

assist a child with a disability to benefit from special education. [34 C.F.R. § 300.43]

(43) **Universal design** - Universal design has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002. [34 C.F.R. § 300.44]

(44) **Ward of the State** -

(a) A child who is a foster child; a ward of the State; or in the custody of the Department of Human Resources.

(b) Exception. Ward of the State does not include a foster child who has a foster parent who meets the definition of a parent. [34 C.F.R. § 300.45]

(45) **This rule shall become effective July 1, 2007**.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.21
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240, 20-2-270, 20-2-274, 20-2-291.
History. Original Rule entitled "Psychoeducational Programs for Students With Severe Emotional and Behavioral Disorders or Autism" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "Definitions" adopted. F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.22. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.22
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240.
History. Original Rule entitled "Grant for Residential and Reintegration Services" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.23. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.23
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240.
History. Original Rule entitled "Low Incidence Grant" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.24. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.24
Authority: O.C.G.A. Secs. 20-2-142, 20-2-150, 20-2-152, 20-2-168, 20-2-240, 20-2-270, 20-2-274, 20-2-302, 20-2-730, 20-2-759. 20-2-1160.
History. Original Rule entitled "Required Reports" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.25. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.25
Authority: O.C.G.A. Secs. 20-2-133, 20-2-150, 20-2-152, 20-2-168, 20-2-1160.
History. Original Rule entitled "Relations With Other Agencies" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.26. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.26
Authority: O.C.G.A. Secs. 20-2-152, 20-2-240.
History. Original Rule entitled "Determination of Local School System's Ability to Provide Service to Students With Disabilities" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: F. June 14, 2007; eff. July 4, 2007.

Rule 160-4-7-.27. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-7-.27
Authority: O.C.G.A. Secs. 20-2-150, 20-2-152.
History. Original Rule entitled "Reintegration Process" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: F. June 14, 2007; eff. July 4, 2007.

Subject 160-4-8. STUDENT SUPPORT.

Rule 160-4-8-.01. Student Support Services.

(1) **Definitions**.

(a) **Alternative Education Program (AEP) -** an educational program that serves students who are eligible to remain in the regular classroom but are more likely to succeed in a nontraditional setting such as that provided in an alternative education program, as well as students who are excluded from the regular classroom because of disciplinary reasons.

(b) **Counseling -** a process where some students receive assistance from professionals who assist them to overcome emotional and social problems or concerns which may interfere with learning.

(c) **Guidance -** a process of regular assistance that all students receive from parents, teachers, school counselors, and others to assist them in making appropriate educational and career choices.

(d) **School Climate Management -** systematic plan for addressing the factors that affect school climate including a consistent management style and leadership by

the principal, a code of expected behavior, a code of disciplinary responses, a code of ethics for educators, a Student Support Team, delivery of counseling and psychological mental health services, methods to reduce absences and increase attendance, physical health support services, efforts to enlist parent and community support, utilization of volunteers, support by and for the parent teacher organization, a preventive safety plan and a crisis response plan, staff development, and the maintenance program for the school's physical plant.

(e) **School Counseling and Guidance Services** - guidance program planning, implementation and evaluation; individual and group counseling; classroom and small-group guidance; career and educational development; parent and teacher consultation; and referral.

(f) **School Health Services** - a process to address medically related health and safety issues and address requests by parents and physicians that the school provide appropriate health procedures to allow students to remain in school and increase opportunities for academic success.

(g) **School Psychological Services** - psychoeducational evaluation; crisis intervention; case study; consultation to student support teams, parents, teachers, and administrators; behavioral observations and analysis; and psychological counseling.

(h) **School Social Work/Visiting Teacher Services** - technical assistance on school climate issues; assessment and intervention, including written social histories; individual, group, and family counseling; and networking of appropriate home, school, and community services to address identified student problems.

(i) **Student Support Services (SSS)** - integrated and collaborative programs of school counseling and guidance services, school climate management and student discipline, school health services, school psychology services, alternative education programs, and school social work/visiting teacher services, provided individually or through a team approach, to all students at all grade levels.

(2) **Requirements.**

(a) Each local school system shall develop a Student Services Plan that prescribes and identifies programs and services that incorporate school climate improvement and management processes.

(b) Each Student Services Plan must minimally include guidelines for the systematic provision of the following components:

1. Alternative education programs;

2. School psychological services;

3. School climate management;

4. School counseling and guidance services;

5. School health services;

6. School social work/visiting teacher services.

(c) The local board of education (LBOE) shall provide for a School Climate Management Process to include improved student behavior and discipline in accordance with state and federal laws and State Board of Education rules regarding the Improved Student Learning Environment and Discipline Act of 1999.

(d) The LBOE shall provide for School Guidance and Counseling Services in accordance with state and federal laws, State Board of Education rules, and department guidelines.

(e) The LBOE shall provide School Social Work/Visiting Teacher Services by promoting home, school, and community cooperation to address the needs of the at-risk student population characterized by poverty, high absenteeism, academic failure, pregnancy, disruptive behavior or other student dysfunctions.

(f) The LBOE shall provide for School Psychological Services sufficient to satisfy federal and state regulations and additional legal obligations incurred through court agreement.

(g) The LBOE shall provide an Alternative Education Program in accordance with state and federal laws, State Board of Education rules, and department guidelines.

(h) The LBOE shall provide for a School Health Nurse Program and must establish policies and procedures regarding a School Health Nurse Program in accordance with state and federal laws.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.01
Authority: O.C.G.A. Secs. 19-7-5, 20-2-140, 20-2-150, 20-2-151, 20-2-154.1, 20-2-155, 20-2-180, 20-2-182, 20-2-184, 20-2-185, 20-2-186, 20-2-187, 20-2-200, 20-2-201, 20-2-202, 20-2-203, 20-2-240, 20-2-300, 20-2-690, 20-2-693, 20-2-695, 20-2-696, 20-2-735, 20-2-740, 20-2-741, 20-2-771.2.
History. Original Rule entitled "Student Support Services" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Jan. 22, 1993; eff. Feb. 11, 1993.
Amended: F. May 16, 1996; eff. June 5, 1996.
Repealed: New Rule of same title adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.

Rule 160-4-8-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.02
Authority: O.C.G.A. Secs. 20-2-180, 20-2-182, 20-2-200, 20-2-203.
History. Original Rule entitled "Guidance and Counseling Services K-8" adopted. F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-8-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.03
Authority: O.C.G.A. Secs. 20-2-155(b), 20-2-750.
History. Original Rule entitled "In-School Suspension Program" adopted. F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-8-.04. Child Abuse and Neglect Reporting.

(1) Requirements.

(a) Local boards of education shall adopt and implement a policy and procedures on the identification and reporting of child abuse according to the provisions of O.C.G.A. 19-7-5.

(b) All school system personnel who have reasonable cause to believe that any student under 18 years of age has been abused shall report the suspected abuse to the school social worker/visiting teacher or another person designated by the local superintendent to receive such reports.

(c) The school social worker/visiting teacher or other designee who receives reports shall immediately report in turn to the Department of Family and Children Services of the county in which the student lives and shall notify the school system superintendent of all referrals.

(d) All school personnel who have contact with students shall receive training in the identification and reporting of child abuse and neglect with annual updates in the form of memoranda, directives or other written information.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.04
Authority: O.C.G.A. Sec. 19-7-5.
History. Original Rule entitled "Child Abuse and Neglect Reporting" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.

Rule 160-4-8-.05. School Counseling.

(1) **DEFINITIONS**.

(a) **Comprehensive School Counseling Program** - a standards-based, data-informed program designed to meet the needs of all students through Student Competencies in an educational setting through Instruction, Small Group support, and Individualized Consultation.

(b) **Domains** - areas of focus within the Student Competencies to support success of all students in their K-12 and post-secondary pursuits.

(c) **Individualized Consultation** - ongoing, comprehensive activities designed to assist individual students in establishing personal goals and developing post-secondary plans.

(d) **Instruction** - structured lessons designed to assist students in attaining the Student Competencies and presented through K-12 classroom and group activities. Each local educational agency (LEA) must follow the provisions of State Board Rule 160-4-4-.10*Instructional Materials Selection and Recommendation* to ensure public review of instructional materials and content.

(e) **School Counselor** - a Georgia Professional Standards Commission certified educator who works in K-12 settings to provide Student Competencies to all students through a Comprehensive School Counseling Program.

(f) **School Counseling Services** - activities aligned to the Student Competencies, within the scope of a Comprehensive School Counseling Program, and conducted by the School Counselor through direct interactions with, and on behalf of, students in the educational setting.

(g) **Student Competencies** - specific, measurable skills and knowledge, as adopted by the State Board of Education, that serve as a foundation for K-12 and post-secondary student success in college, career, and life.

(h) **Small Group** - counseling services provided to students who need targeted, intensive support in ensuring the success of all students in their K-12 and post-secondary pursuits.

(2) **REQUIREMENTS.**

(a) The LEAs shall provide for a Comprehensive School Counseling Program in accordance with state and federal laws, State Board of Education rules, and Georgia Department of Education guidance by:

1. Ensuring that all students have access to a Comprehensive School Counseling Program to include the following:

(i) A clearly defined program which includes, but is not limited to:

(I) The use of Student Competencies to assess student growth and development and inform decisions regarding strategies, activities, and services that help students achieve at the highest academic level possible.

(II) The use of student progress on Student Competencies to guide School Counseling Services decision making and professional learning goals to ensure students have access to a high-quality school counseling program.

(ii) An effective program which includes, but is not limited to:

(I) Program beliefs, vision, and mission statements aligned to school, district, and state goals;

(II) The use of school and student data to set specific and measurable annual student outcome goals, abiding by all federal, state, and local student privacy and parental notification laws, rules, and policies;

(III) An advisory council formed in coordination with school and district leaders, and using school and other widely available data; and

(IV) Action plans that address Instruction, Small Group support, Individualized Consultation, and closing the gap needs based on student and school data.

(iii) A plan for delivering Instruction and services which includes, but is not limited to:

(I) Large group, classroom, and school wide curricula designed to align to Georgia's workforce readiness and outcomes;

(II) Large group, classroom, and school wide curricula designed to help students achieve mastery of the Student Competencies;

(III) Individualized Consultation, student appraisal, and advisement to help students plan, monitor, and manage their own learning;

(IV) Individual and group counseling to support the post-secondary pursuits of all students;

(V) Individual or schoolwide crisis response;

(VI) Services and activities that support a positive school climate;

(VII) Dissemination of school and community resources that assist students and families;

(VIII) Consultation with teachers, parents, and external agencies that support student achievement; and

(IX) Coordination with district and school leaders, and collaboration with other educators, parents, and the community to support student achievement and ensure access to a high-quality school counseling program for all students.

(iv) A plan to effectively assess the program which includes, but is not limited to:

(I) Analysis of school achievement, attendance, and discipline data to identify significant areas of need to be addressed by the school counseling program;

(II) Examination of data and input from students, staff, and the community to determine the effectiveness of school counseling programming;

(III) Evaluation of school counseling program by utilizing an annual program assessment; and

(IV) Transparent communication of program results with stakeholders.

2. Ensuring that each School Counselor:

(i) Engages in School Counseling Services for a minimum of five of six full-time equivalent program count segments as provided in O.C.G.A. § 20-2-182(c);

(I) Non-counseling duties should be comparable to the share of additional duties for the other faculty and staff in the school.

(ii) Participates in the training needed to fulfill the responsibilities of his or her job assignments;

(iii) Has the supplies, equipment, and technology necessary to deliver School Counseling Services to students;

(iv) Has a specific area designated in each school that is accessible to all students, including those with disabilities, and situated to protect student and parent confidentiality; and

(v) Abides by all federal, state, and local student privacy and parental notification laws, rules, and policies.

3. Ensuring that Counselor to Student ratios are reasonable and as close as possible to the ratio of one school counselor for every 450 full-time equivalent students as provided in O.C.G.A. § 20-2-182(c);

4. Ensuring all School Counseling Services align with the Georgia Professional Standards Commission's school counselor certification standards and state requirements.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.05
Authority: O.C.G.A § 20-2-182.
History. Original Rule entitled "Guidance Counselors" adopted. F. Aug. 14, 2000; eff. Sept. 3, 2000.
Repealed: New Rule entitled "School Counseling" adopted. F. Dec. 9, 2021; eff. Dec. 29, 2021.

Rule 160-4-8-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.06
Authority: O.C.G.A. Secs. 20-2-131, 20-2-132, 20-2-150, 20-2-282, 20-2-320, 20-2-690, 20-2-690.1, 20-2-693, Public Law 100-297 (Hawkins-Stafford Education Amendments of 1988).
History. Original Rule entitled "Dropout Prevention" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-8-.07. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.07
Authority: O.C.G.A. Secs. 20-2-151(b), 20-2-240, 20-2-241.
History. Original Rule entitled "Students at Risk" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-4-8-.08. Career Education.

(1) **Definitions.**

(a) Career education - a learning process that increases career awareness, provides career exploration, and appropriate educational planning, thereby enabling students and their parents/guardians to make informed decisions about post-high school educational opportunities and career choices.

(2) **Requirements.**

(a) The local school system shall provide opportunities for students to:

1. Learn how interests, aptitudes, and abilities are related to career and educational alternatives.

2. Understand the relationship between learning acquired in school and learning needed for future careers.

3. Develop a work ethic and appreciation for the dignity of all work.

4. Understand the economic concepts of becoming a producer and contributor to society.

5. Develop a program of study by no later than ninth grade.

(b) The local school system shall involve parents, teachers, guidance counselors, and community resources in the career education process by:

1. Using career-oriented content and learning-by-doing activities in the curriculum as a means to motivate and enhance student achievement.

2. Implementing guidance activities that encourage individual responsibility for career awareness and a broadening of perceived career choices.

3. Providing opportunities for broadening career options through such activities as career exploration, school-managed volunteer and work-based learning programs.

4. Relating the fine, practical and liberal arts to work and other life roles and values.

5. Providing students with current, accurate career and educational planning information about future career possibilities for use in educational planning.

6. Integrating skills and attitudes needed for continued learning, career decision making, planning, career preparation, and career success.

7. Involving home, community, business, and industry as resources for learning about work and careers.

(c) Each school containing grades 9-12 shall provide annual student advisement sessions to review programs of study and offer alternatives toward satisfying graduation requirements and updating career objectives.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.08
Authority: O.C.G.A. Secs. 20-2-131, 20-2-151.
History. Original Rule entitled "Career Education" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. May 16, 1996; eff. June 5, 1996.
Amended: F. May 20, 1999; eff. June 9, 1999.

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

(1) **DEFINITIONS.**

(a) **Apprenticeship** - a structured program that connects school- based occupational instruction and related paid work-site experiences in order to prepare students for the world of work. Students are able to receive a high school diploma, a postsecondary certificate, or degree or industry certification.

(b) **Articulation** -an agreement between a high school and a postsecondary institution regarding the awarding of both secondary and postsecondary credit for a dual enrollment course.

(c) **Cooperative education** - structured student learning in a paid work position while concurrently enrolled in a related Career, Technical and Agriculture Education class, which connects career interests to academic and occupational learning in cooperation with business and industry.

(d) **Dual enrollment** - a program through which high school students take courses from an eligible state public or private postsecondary institution while still enrolled as a high school student and receive credit both at the high school and at the postsecondary institution.

(f) **Individualized education program (IEP) -** a written statement for each child with a disability that states the present level of academic achievement and functional performance. The IEP is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act, as amended.

(g) **Individual graduation plan -** a student specific plan developed detailing the courses necessary for a high school student to graduate from high school and to successfully transition to postsecondary education and the work force.

(h) **Internship -** a structured placement, either short term or long term, which enables a student to connect career interests to academic and occupational learning in cooperation with business and industry in a paid or non paid position.

(i) **Joint enrollment**- an arrangement whereby a high school student is enrolled in a postsecondary institution while continuing to pursue his or her high school diploma. Joint enrollment coursework earns postsecondary credit only.

(j) **Local education agency**- a local school system pursuant to local board of education control and management.

(k) **Mentoring**- support and guidance provided to students through relationships with adults who advise and act as role models for students.

(l) **Service learning**- a teaching method in which guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired.

(m) **Teacher as advisor-** a teacher or professional educator in the school who assists a small group of students and their parents or guardians to set postsecondary goals and help them prepare programs of study, track academic progress and provide advisement and support as needed.

(2) **REQUIREMENTS.**

(a) Each local education agency (LEA) shall provide students in the sixth, seventh, and eighth grades counseling, advisement, career exploration, career interest inventories, and information to assist them evaluating academic skills and career interests.

(b) Each LEA shall ensure that each student develops an individual graduation plan before the end of the second semester of the eighth grade. The individual graduation plan shall be developed in consultation with the student's parents, guardians, or individuals appointed by the student's parents or guardians to serve as their designee.

(c) Each LEA shall provide guidance, advisement, and counseling to each high school student that will enable the student to successfully complete his or her individual graduation plan and prepare him or her for a seamless transition to postsecondary study, further training, or employment.

(d) Each student's individual graduation plan shall:

1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway coursework;

2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;

3. Align educational and broad career goals and the student's course of study;

4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;

5. Include experience-based career oriented learning experiences, which may include but not be limited to, internships, apprenticeships, mentoring, cooperative education, and service learning;

6. Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;

7. Allow flexibility to change the course of study but remain sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education;

8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor; and

9. Be reviewed and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor.

(e) An individual graduation plan may be changed at any time throughout a student's high school career upon approval by the student and the student's parent or guardian with guidance from the student's school or teacher advisor.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.09
Authority: O.C.G.A. Secs. 20-2-131; 20-2-151(b); 20-2-281(b), 20-2-326, 20-2-327.
History. Original Rule entitled "Student Advisement" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F: Jul. 21, 2011; eff. Aug. 10, 2011.

Rule 160-4-8-.10. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.10
Authority: O.C.G.A Secs. 20-2-240; 50-27-2.
History. Original Rule entitled "Georgia's Prekindergarten Program" adopted. F. Jul. 22, 1994; eff. Aug. 11, 1994.

Repealed: F. Jan. 16, 1997; eff. Feb. 5, 1997.

Rule 160-4-8-.11. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.11

Rule 160-4-8-.12. Alternative/Non-Traditional Education Programs.

(1) **DEFINITIONS.**

(a) **Alternative/Non-traditional Education Program -** an Alternative/Non-traditional Education Program that operates in affiliation with a school(s). A program does not report Full-Time Equivalent (FTE) or receive a state or federal accountability determination. Achievement data for students enrolled in the program are reported back to the school where the student is reported for FTE. The program may be housed within a school, on the same site, or at a different location. Adherence to all requirements as stated in SBOE Rule 160-4-8-.17 CASE MANAGEMENT CONSULTATION FOR AGENCY PLACED TRANSFER STUDENTS is required. Programs may include Attendance Recovery, Credit Recovery, Disciplinary Program, Early College, Evening School, and Open Campus.

(b) **Alternative/Non-traditional Education School -** an Alternative/Non-traditional Education School has an official school code and serves as the home school for students enrolled. The school receives a state or federal accountability determination; reports FTE counts for all enrolled students; and earns Quality Basic Education (QBE) formula funds directly. Adherence to all requirements as stated in SBOE Rule 160-4-8-.17 CASE MANAGEMENT CONSULTATION FOR AGENCY PLACED TRANSFER STUDENTS is required.

(c) **Attendance Recovery Program -** a type of alternative/non-traditional program designed to allow students the opportunity to make-up an absence(s) by attending a program outside the normal school day (e.g., Saturday program) that provides the equivalent instructional time and curriculum for the time the student was absent within the current academic year.

(d) **Community-based Alternative Education/Non-traditional Program -** a type of Alternative Education/Non-traditional Program where students are engaged in educationally relevant and meaningful learning experiences in the school and larger community. The academic curriculum is integrated into work-based learning and structured work experiences utilizing partnerships among business, industry, government, community, and school, including Performance Learning Centers.

(e) **Credit Recovery Program -** a type of alternative/non-traditional program designed to allow students the opportunity to retake a course that he/she previously did not earn credits toward graduation.

(f) **Educational Management Organization -** any type of alternative/non-traditional program or school operated by a private vendor. The program or school may operate on or off campus.

(g) **Facility and School Registry (FSR) -** a database for the creation of all site, facility, school and program codes.

(h) **Georgia Department of Education (GaDOE) -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education; including the implementation of federal and state mandates. Such management is subject to monitoring and oversight by the State Board of Education.

(i) **Georgia Professional Standards Commission -** a government agency, separate from the Georgia Department of Education, with the central responsibility for establishing a certification/licensure process for educational personnel in Georgia.

(j) **In-School Suspension program -** any program that serves the instructional needs of students who have been suspended from his/her regular classroom for a maximum of ten consecutive days.

(k) **Local Educational Agency (LEA) -** local school system pursuant to local board of education control and management.

(l) **Sparsity Grant -** grant provided to each LEA that is unable to offer its students or a portion of its students educational programs and services comparable to those which are typically being offered to students in this state. The inability to offer students comparable programs and services is attributable, at least in part, to the fact that the LEA has full-time equivalent counts less than base size specified in state law.

(2) **REQUIREMENTS**

(a) Each LEA shall provide an Alternative/Non-traditional Education Program/School to serve students in grades 6-12 with appropriate due process, who have been suspended from his or her regular classroom.

(b) Each LEA may provide an Alternative/Non-traditional Education Program/School to serve students who are eligible to remain in his or her regular classroom but are more likely to succeed in a non-traditional educational setting.

(c) Each LEA may provide an Alternative Education/Non-traditional Program/School jointly with one or more other LEAs.

(d) Each LEA may contract with Educational Management Organizations to provide a Non-traditional/Alternative Education Program/School. If contracting with an Educational Management Organization to provide Non-traditional/Alternative Education Program(s)/School(s), the LEA must:

1. Ensure that no federal or state funding of any kind disbursed by GaDOE is expended on any resources, educational or otherwise, for any student not pursuing a Georgia High School Diploma as defined by SBOE Rules and state law.

2. Maintain and report to GaDOE annually by a date established by GaDOE the Georgia Testing Identifier (GTID) of each student served in Non-traditional/Alternative Education Programs and Schools operated by Educational Management Organizations.

3. Maintain and report to GaDOE annually by a date established by the department the GTID of each student who transferred from the Full-Time Equivalent (FTE) reporting school to the private school operated by the Educational Management Organization prior to receiving a Georgia high school diploma.

(e) A LEA may use Sparsity grant funds for all Alternative/Non-traditional Education Program(s)/School(s). Funds must be used exclusively for salaries and benefits for certified positions and assistants/paraprofessionals working in the Alternative/Non-traditional Education Program/School.

(f) Each LEA shall ensure that all Alternative/Non-traditional Education Program(s)/School(s) only provide curriculum aligned to Georgia Performance Standards (GPS). Curriculum may be delivered through Computer Assisted Instruction and On-line courses.

(g) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide standardized testing as specified in SBOE Rule 160-3-1-.07 TESTING PROGRAMS - STUDENT ASSESSMENT.

(h) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide counseling services to enable the student to make academic progress.

(i) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools operate in full compliance with federal and state laws and State Board Rules governing special education students and students with special needs.

(j) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide teachers that meet the requirements of the Georgia

Professional Standards Commission in all classes. Paraprofessionals may be used to staff In-school Suspension programs as provided by law or regulation.

(k) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools adhere to class size maximum as stated in SBOE Rule 160-5-1-.08 CLASS SIZE.

(l) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide courses that will satisfy state and local requirements for meeting grade level requirements for obtaining a Georgia High School Diploma.

(m) Each LEA shall allocate to all Alternative/Non-traditional Education Programs/Schools the same expenditure per segment(s) based on what the student earns at his or her Full Time Equivalent reporting school. These funds include federal and state funds allocated to the LEA for the student.

(n) For students in grades 9-12, each LEA may award course credit based on the student's demonstrated competency on course examination(s) for course work completed while enrolled in the Alternative/Non-traditional Education Program/School in lieu of the 150/135 clock hours of instruction as required by SBOE rules. Each Alternative/Non-traditional Education Program/School shall adhere to all instructional time requirements for all other grades.

(o) For students in grades 9-12, each LEA may determine the length of time students will be in classes in the Alternative/Non-traditional Education Program(s)/School(s) in lieu of the requirement of as specified in SBOE Rule 160-5-1-.02. Each Alternative/ Non-traditional Education Program/School shall adhere to all instructional time requirements for all other grades.

(3) **REPORTING REQUIREMENTS.**

(a) Each LEA shall adhere to all reporting requirements established by SBOE Rule 160-5-1-.07 STUDENT AND STAFF DATA COLLECTIONS.

(b) Each LEA shall ensure that all Alternative/Non-traditional Education Program(s)/School(s) report to GaDOE both the number of actual absences (excused and unexcused) that students served by the Attendance Recovery Program incurred during the school year and the number of absences the students served by the Attendance Recovery Program recovered during the same school year.

(c) Each LEA shall submit official requests for state entity (facility/school/program codes for the Alternative/Non-traditional Education Program/School) through the Facility and School Registry (FSR).

(4) **SCHOOL IMPROVEMENT PLAN.**

(a) Each LEA shall maintain and report to GaDOE a school improvement plan for each of its Alternative/Non-traditional Education Programs/Schools annually by a date established by GaDOE.

(b) Each Alternative/Non-traditional Education Program/School school improvement plan shall meet the requirements established by GaDOE and contained in the Alternative Education Program Standards.

(c) Each Alternative/Non-traditional Education Program/School school improvement plan must demonstrate how the Alternative/Non- traditional Education Program/School modified SBOE rules, including, but not limited to, methods to measure competency as well as what is defined as a full school day.

(d) Each LEA should seek public and parental input on each Alternative/Non-traditional Education Program/School school improvement plan prior to submitting the plan to GaDOE.

(e) Alternative/Non-traditional Education Program/School school improvement plans shall be presented to the LEA's Local Board of Education at a regularly scheduled public meeting and published on the LEA's website for the duration of the plan. For those stakeholders that may not have access to the Internet, the LEA shall make copies available upon request in accordance with the state's Open Records law (O.C.G.A § 50-18-70).

(f) Each Alternative/Non-traditional Education Program/School school improvement plan will be evaluated by GaDOE based on demonstrated elements and requirements as specified by GaDOE in the Alternative Education Program Standards.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.12
Authority: O.C.G.A §§ 20-2-154.1; 20-2-240; 20-2-300.
History. Original Rule entitled "Cross- Roads Alternative School Program" adopted. F. June 13, 1995; eff. July 3, 1995.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Amended: F. July 14, 1998; eff. August 3, 1998.
Repealed: New Rule entitled "Alternative Education Programs" adopted. F. June 29, 2000; eff. July 19, 2000.
Amended: F. Nov. 9, 2001; eff. Nov. 29, 2001.
Repealed: New Rule entitled "Alternative/Non-traditional Education Programs" adopted. F. May 13, 2010; eff. June 2, 2010.
Amended: F. Jan. 11, 2018; eff. Jan. 31, 2018.

Rule 160-4-8-.13. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.13

Rule 160-4-8-.14. [Repealed].

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.14
Authority: O.C.G.A. § 20-2.
History. Original Rule entitled "Regular Studies" adopted. F. Jan. 12, 1998; eff. Feb. 1, 1998.
Repealed: F. Mar. 28, 2019; eff. Apr. 17, 2019.

Rule 160-4-8-.15. Student Discipline.

(1) **DEFINITIONS.**

(a) **Behavior Support Process -** a student support process for identifying and addressing the behavioral needs through providing integrated resources that promote behavioral change.

(b) **Disciplinary Order -** any public or private school or school system order that imposes short-term suspension, long-term suspension, or expulsion upon a student in such school or system.

(c) **Discipline Policies -** outlines consequences and punishments that will occur in the response to specify unacceptable behaviors.

(d) **Multi-tiered system of supports or MTSS-** a systemic, continuous-improvement framework in which data based problem-solving and decision making is practiced across all levels of the educational system for supporting students at multiple levels of intervention.

(e) **Public preschool through third grade-** a public preschool, a Pre-K program in a public school administered pursuant to Code Section 20-1A-4, and kindergarten through third grade in a public school.

(f) **Progressive Discipline -** the levels of consequences assigned to students who violate codes of conduct based on severity of misbehavior, students discipline history, and other relevant factors.

(g) **Response to intervention or RTI-** a framework of identifying and addressing the academic and behavioral needs of students through a tiered system.

(h) **Tribunal Training Course -** a course of at least five (5) hours duration which

1. includes instruction on:

(i) all student disciplinary provisions in Title 20 of the Official Code of Georgia Annotated,

(ii) due process requirements under federal and state law,

(iii) applicable rules of evidence,

(iv) leading federal and state judicial and administrative decisions, and

(v) applicable ethical standards and the role of the hearing officer and panel member as an independent, neutral arbiter; and

2. follows a training course outline that is annually approved by the Local Board of Education.

(i) **Tribunal Training Provider -** one who has expertise and/or knowledge of:

1. all student disciplinary provisions in Title 20 of the Official Code of Georgia Annotated,

2. due process requirements under federal and state law,

3. applicable rules of evidence,

4. leading federal and state judicial and administrative decisions, and

5. applicable ethical standards and the role of the hearing officer and panel member as an independent, neutral arbiter.

(j) **Qualified Student Discipline Hearing Officer or Disciplinary Tribunal or Panel Member -** an individual selected by the local school system who is:

1. in good standing with the State Bar of Georgia, or

2. has experience as a teacher, counselor, or administrator in a public school system, or

3. is actively serving as a hearing officer under an existing contract/agreement with a Georgia school system provided that such individual completes the tribunal training course within 6 months of July 1, 2016.

(k) **Weapon -** includes dangerous weapons, firearms, and hazardous objects as defined in Code Section 20-2-751.

(2) **REQUIREMENTS.**

(a) Each local board of education shall adopt policies designed to improve the student learning environment by improving student behavior and discipline. These policies shall provide for the development of age appropriate student codes of conduct that contain the following, at a minimum:

1. Standards for student behavior during school hours, at school-related functions, on school buses, and at school bus stops designed to create the expectation that students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students, respect each other and school district employees, obey student behavior policies adopted by the local board of education, and obey student behavior rules established by individual schools;

2. Verbal assault, including threatening violence, of teachers, administrators, and other school personnel;

3. Physical assault or battery of teachers, administrators or other school personnel;

4. Disrespectful conduct toward teachers, administrators, other school personnel, persons attending school related functions or other students, including use of vulgar or profane language;

5. Verbal assault of other students, including threatening violence or sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972;

6. Sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972 or physical assault or battery of other students.

7. Guidelines and consequences resulting from failure to comply with compulsory attendance as required under O.C.G.A § 20-2-690.1;

8. Willful or malicious damage to real or personal property of the school or to personal property of any person legitimately at the school;

9. Inciting, advising, or counseling of others to engage in prohibited acts;

10. Marking, defacing or destroying school property or the property of another student;

11. Possession of a weapon, as provided for in O.C.G.A. § 16-11-127.1;

12. Unlawful use or possession of illegal drugs or alcohol;

13. Willful and persistent violation of student codes of conduct;

14. Bullying as defined in O.C.G.A. § 20-2-751.4;

15. Any off-campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's

continued presence at school a potential danger to persons or property at the school or which disrupts the educational process;

16. Each local board of education shall adopt policies, applicable to students in grades 6 through 12 that prohibit bullying of a student by another student and shall require such prohibition to be included in the student code of conduct in that school system. Local board policies shall require that, upon a finding that a student in grades 6 through 12 has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school.

17. Behavior support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services that may be available through the school, school system, other public entities, or community organizations that may help the student address behavioral problems; This rule neither mandates nor prohibits the use of student support teams as part of the student support process;

18. Progressive discipline processes designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior, that the previous discipline history of the student and other relevant factors will be taken into account; and that all due process procedures required by federal and state law will be followed;

19. Parental involvement processes designed to create the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. Local boards of education shall provide opportunities for parental involvement in developing and updating student codes of conduct.

20. A statement that major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of State Board of Education Rule 160-4-8-.16 Unsafe School Choice Option.

(b) Local boards of education shall provide for the distribution of student codes of conduct to each student upon enrollment and to the parents and guardians of each student and may solicit the signatures of students and parents or guardians in acknowledgment of the receipt of such student codes of conduct.

(c) Student codes of conduct shall be available in each school and classroom.

(d) Local boards of education shall provide for disciplinary actions against students who violate student codes of conduct;

(e) Local board policies relating to student codes of conduct shall provide that each local superintendent shall fully support the authority of principals and teachers in the school system to remove a student from the classroom pursuant to O.C.G.A. § 20-2-738, including establishing and disseminating procedures.

(f) It is the preferred policy of the board that disruptive students are placed in alternative education settings in lieu of being suspended or expelled.

(g) Local board policies shall require the filing of a report by a teacher documenting a student's violation of the student code of conduct which repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn within one school day of the most recent occurrence of such behavior. The report shall be filed with the principal or principal's designee, shall not exceed one page, and shall describe the behavior. The principal or principal's designee shall, within one day of receiving such report, send to the student's parents or guardians a copy of the report, and information regarding how the principal or principal's designee may be contacted.

(h) The principal or the principal's designee shall send written notification to the teacher and to the student's parents or guardians of the student support services being utilized or the disciplinary action taken within one school day and shall make a reasonable attempt to confirm receipt of such written notification by the student's parents or guardians. Written notification shall include information regarding how student's parents or guardians may contact the principal or principal's designee.

(i) Each local board of education shall approve Tribunal Training Provider(s).

(j) Each local board of education shall make available to all Qualified Student Discipline Hearing Officers and Disciplinary Tribunal or Panel Members the initial and on goingtribunal training course prior to the individual(s) serving in such capacity. The local board of education shall ensure initially trained student discipline hearing officers and disciplinary tribunal or panel members undergo continuing education so as to continue to serve in such capacity.

(k) Each local board of education shall observe Georgia law in developing and implementing disciplinary hearings held by a disciplinary hearing officer, disciplinary panel, or disciplinary tribunal pursuant to O.C.G.A. § 20-2-751 through §20-2-759 including the ability to honor disciplinary orders of private schools and other public schools/school systems pursuant to O.C.G.A. § 20-2-751.2.

1. Disciplinary hearings shall be held no later than ten school days after the beginning of the student's suspension unless the school system and parents or guardians mutually agree to an extension.

2. Any teacher who is called as a witness by the school system shall be given notice no later than three days prior to the hearing.

(l) No student in public preschool through third grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention, unless such student possessed a weapon, illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel pursuant to O.C.G.A. 20-2-742.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.15
Authority: O.C.G.A. §§ 16-11-127.1; 20-2-152; 20-2-240; 20-2-735; 20-2-736; 20-2-737; 20-2-738(b); 20-2-742; 20-2-751.1; 20-2-751.2; 20-2-751.4; 20-2-751.5; 20-2-751.6; 20-2-752; 20-2-753; 20-2-754; 20-2-755; 20-2-756; 20-2-758; 20-2-759; 20-2-1181.
History. Original Rule entitled "Student Discipline" adopted. F. May 24, 2000; eff. June 13, 2000.
Amended: F. July 12, 2004; eff. August 1, 2004.
Amended: F. Aug. 13, 2004; eff. Sept. 2, 2004.
Amended: F. July 14, 2016; eff. August 3, 2016.
Amended: F. Nov. 8, 2018; eff. Nov. 28, 2018.

Rule 160-4-8-.16. Unsafe School Choice Option (USCO).

(1) **DEFINITIONS.**

(a) **Corrective action plan -** a written plan developed by a local school system and adopted by the local board of education for a public school that is identified as a persistently dangerous school for the purpose of remedying the causes that result in this school being identified as persistently dangerous.

(b) **Jurisdiction of a public school -** events that are sponsored by a public school and that occur away from the property of a public school over which the public school has direct control or authority.

(c) **Official action** - an official tribunal held by the school system; a hearing conducted by a disciplinary hearing officer of the school system (O.C.G.A. § 20-2-752 through § 20-2-758); through a waiver process; through an action of the local board of education; or for non-felony drug offenses that result in placement in a drug intervention program.

(d) **Persistently dangerous school -** a public school in which for each of three consecutive years on the property of the public school, or at an event within the jurisdiction of a public school, or at a school sponsored event:

1. At least one student enrolled in that school is found by official action to have committed an offense in violation of a school rule that involved one or more of the following criminal offenses.

   (i) Aggravated battery (O.C.G.A. § 16-5-24)

   (ii) Aggravated child molestation (O.C.G.A. § 16-6-4)

   (iii) Aggravated sexual battery (O.C.G.A. § 16-6-22.2)

   (iv) Aggravated sodomy (O.C.G.A. § 16-6-2)

   (v) Armed robbery (O.C.G.A. § 16-8-41)

   (vi) Arson - first degree (O.C.G.A. § 16-7-60)

   (vii) Kidnapping (O.C.G.A. § 16-5-40)

   (viii) Murder (O.C.G.A. § 16-5-1)

   (ix) Rape (O.C.G.A. § 16-6-1)

   (x) Voluntary manslaughter (O.C.G.A. § 16-5-2)

   or

2. Two percent or more of the student population or ten students, whichever is greater, are found by official action to have committed an offense in violation of a school rule that involved one or more of the following offenses:

   (i) Non-felony drugs (O.C.G.A. § 16-13-2)

   (ii) Felony drugs (O.C.G.A. § 16-13-30; 16-13-31; 16-13-32.4)

   (iii) Felony weapons (O.C.G.A. § 16-11-127.1)

   (iv) Terroristic threats (O.C.G.A. § 16-11-37)

   or

3. Any combination of paragraphs (1)(d)1 or (1)(d)2.

(e) **Property of a public school -** Any building, land, school bus, or other vehicular equipment owned or leased by the local school system.

(f) **Student population -** the unduplicated October full-time equivalent (FTE) count.

(g) **Unsafe School Choice Option (USCO) -** the process of allowing students who attend a persistently dangerous public school or students who become victims of a violent criminal offense while on the property of a public school in which they are enrolled to transfer to a safe public school.

(h) **Victim -** a person against whom a violent criminal offense has been committed and whose perpetrator has been found by official action to be in violation of a school rule related to the violent criminal offense.

(i) **Violent criminal offense -** for the purposes of this rule**,** the following felony transgressions of law as defined in state statute, including aggravated battery (O.C.G.A. § 16-5-24), aggravated child molestation (O.C.G.A. § 16-6-4), aggravated sexual battery (O.C.G.A. § 16-6-22.2), aggravated sodomy (O.C.G.A. § 16-6-2), armed robbery (O.C.G.A. § 16-8-41), first degree arson (O.C.G.A. § 16-7-60), felony weapons charge (O.C.G.A. § 16-11-127.1), kidnapping (O.C.G.A. § 16-5-40), murder (O.C.G.A. § 16-5-1), rape (O.C.G.A. § 16-6-1), voluntary manslaughter (O.C.G.A. § 16-5-2), or terroristic threats (O.C.G.A. § 16-11-37).

(2) **REQUIREMENTS.**

(a) Local school systems (LSSs) shall annually report to the Georgia Department of Education on a date and in a manner specified by the Department data regarding students found by official action to be in violation of a school rule related to a criminal offense as identified in paragraphs (1)(d)1 and (1)(d)2.

(b) The Georgia Department of Education shall identify by July 1 of each year persistently dangerous public schools using the criteria specified in paragraph (1)(d) and shall notify the LSS superintendent of such identification.

(c) The LSS shall within ten school days of notification by the Georgia Department of Education notify the parents/guardians of students enrolled in a school that has been classified as a persistently dangerous school. This parental notification shall be written in English and any other language prevalent in the student population of that school. This notification shall also specify the process adopted by the local board of education to be used for the transfer of a student to a safe public school, including a charter school, either within the school system or to one located in another school system with which the system has an agreement, upon the request of a parent/guardian or by a student if the student has reached the age of 18. Following student transfer guidelines consistent with the Elementary and Secondary Education Act (ESEA) as currently reauthorized, LSSs shall allow students to transfer to a school that is in compliance with current state and/or

federal accountability. Student transfers to safe schools within the school system or to a safe school within another school system with which the school system has an agreement shall be completed within 30 school days of the request.

(d) Any student who is the victim of a violent criminal offense that occurs on the property of a public school in which the student is enrolled, while attending a school- sponsored event that occurs on the property of a public school, or while attending an event under the jurisdiction of a public school shall be permitted to attend a safe public school, including a charter school. Each local board of education shall adopt a policy that facilitates the transfer of students who are victims of violent criminal offenses. This policy shall provide that the transfer shall occur within ten school days of the commission of the violent criminal offense, and to the extent possible, shall allow victims to transfer to a school that is in compliance with current state and/or federal accountability requirements.

(e) A local board of education with one or more of its schools identified as persistently dangerous is not required to cover the cost of transportation to a safe public school beyond the levels identified by federal legislation.

(f) LSSs shall develop and local boards of education shall adopt a corrective action plan for each school identified by the Georgia Department of Education as a persistently dangerous school. The corrective action plan shall be based on an analysis of the problems faced by the school and address the issues that resulted in the school being identified as persistently dangerous. The LSS shall submit to the Georgia Department of Education for approval the corrective action plan. This plan shall be submitted within 20 school days after the Georgia Department of Education notifies the local school system that a school has been classified as a persistently dangerous school.

1. Upon completion of its planned corrective action, a LSS may apply to the Georgia Department of Education to have the school removed from the list of persistently dangerous schools. After ensuring that all corrective action has been completed, the Georgia Department of Education shall reassess the school using the criteria for persistently dangerous schools as specified in paragraph (1)(d) of this rule.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.16
Authority: O.C.G.A. §§ 3-3-23; 16-5-1; 16-5-2; 16-5-24; 16-5-40; 16-6-1; 16-6-2; 16-6-4; 16-6-22.2; 16-7-60; 16-8-41; 16-11-37; 16-11-106; 16-11-127.1; 16-13-2; 16-13-30; 16-13-31; 16-13-32.4; 20-2-240; 20-2-752; 20-2-753; 20-2-754; 20-2-755; 20-2-756; 20-2-757; 20-2-758.
History. Original Rule entitled "Unsafe School Choice Option (USCO)" adopted. F. July 23, 2003; eff. August 12, 2003.
Amended: F. Sept. 14, 2006; eff. Oct. 4, 2006.
Amended: F. July 20, 2017; eff. August 9, 2017.

Rule 160-4-8-.17. Case Management Consultation for Agency Placed Transfer Students.

(1) **DEFINITIONS.**

(a) **Case Management Consultation (CMC) -** a consultation by a school social worker or case manager in which a process is used to discover whether any transition problems exist and whether any services are necessary for a child placed by the Department of Behavioral Health and Developmental Disabilities (DBHDD), Department of Human Services (DHS), or Department of Juvenile Justice (DJJ). This process will be utilized each time a child, placed by one of the foregoing state agencies, enrolls in a new school.

(b) **Department of Behavioral Health and Developmental Disabilities (DBHDD) -** an agency which provides specified services for children who have been admitted or placed according to an individualized treatment or service plan directed by DBHDD.

(c) **Department of Community Health (DCH) -** the agency which provides Medicaid support for certain students remanded through DBHDD, DHS, or DJJ.

(d) **Department of Human Services (DHS) -** an agency which provides specified services and placement for children who have been remanded to the physical or legal custody of DHS either temporarily or permanently by a court or by voluntary agreement, or if the child has been admitted or placed according to an individualized treatment or service plan of DHS.

(e) **Department of Juvenile Justice (DJJ) -** the agency which provides supervision, detention and a wide range of treatment and educational services for youths referred to DJJ by the Juvenile Courts, and provides assistance or delinquency prevention services for at-risk youths through collaborative efforts with other public, private, and community entities.

(f) **Student Support Team (SST) -** an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school as set forth in State Board of Education Rule 160-4-2-.32 Student Support Team.

(g) **Transition services -** services necessary to provide a seamless transition to a DBHDD, DHS, or DJJ-placed child when he or she enters a new school.

(2) **REQUIREMENTS.**

(a) Each school principal shall designate a school social worker or other staff member to act as case manager. The case manager shall be the point of contact for DCH, DBHDD, DHS, and DJJ personnel providing five-day advance notification of planned enrollment of a child pursuant to O.C.G.A. § 20-2-133.

(b) Upon notification that a DBHDD, DHS, or DJJ child will be enrolled in a school, the case manager shall consult with the student, the designated counselor or caseworker assigned by DCH, DBHDD, DHS, or DJJ, and the parent/guardian/foster parent within five school days to determine whether transition or other services are necessary for the child. The child should be immediately enrolled in accordance with State Board of Education Rule 160-5-1-.28 Student Enrollment and Withdrawal.

(c) If it is determined that transition or other services are necessary upon enrollment, such services may include any of the following.

1. Tour and orientation session
2. Introduction to buddy or peer to facilitate transition
3. Assistance with course selection
4. Referral to SST process
5. Referral to special education
6. Other services as needed, e.g., social services, counseling, community collaboration, parent/guardian meetings, etc.

(d) Documentation of CMC activities shall be maintained by the case manager in the student's file and shall include the following.

1. Student's name
2. Consultation dates
3. Identification of transition or other services needed
4. Recommended course of action (list of services, referral)
5. Monitoring of student progress
6. Date that services are determined to no longer be needed

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.17
Authority: O.C.G.A. § 20-2-240.
History. Original Rule entitled "Case Management Consultation for Agency Placed Transfer Students" adopted. F. Oct. 14, 2005; eff. Nov. 3, 2005.
Amended: F. Jan. 11, 2018; eff. Jan. 31, 2018.

Rule 160-4-8-.18. Diabetes Medical Management Plans.

(1) **DEFINITIONS.**

(a) **Diabetes medical management plan -** a document developed by the student's physician or other health care professional that sets out the health services, including the student's target range for blood glucose levels, needed by the student at school and is signed by the student's parent or guardian.

(b) **Health care professional** - a doctor of medicine or osteopathy licensed by the Georgia Composite Medical Board pursuant to Article 2, Chapter 34, Title 43 of the Official Code of Georgia Annotated or a legally authorized designee acting pursuant to job description or nurse protocol agreement approved by the Georgia Composite Medical Board.

(c) **Trained diabetes personnel -** a school employee who volunteers to be trained in accordance with this rule. Such employee shall not be required to be a health care professional.

(2) **REQUIREMENTS.**

(a) Each local board of education and state-chartered special school shall ensure that there are at least two school employees trained in accordance with the Georgia Department of Education's, *Guidelines for the Care Needed for Students with Diabetes* in each school that has a student with diabetes. This training shall be conducted by a school nurse or other health care professional with expertise in diabetes and shall take place prior to the commencement of each school year, or as needed when a student with diabetes enrolls at a school, or when a student is newly diagnosed with diabetes. Local boards of education shall ensure that the school nurse or other health care professional provides follow-up training and supervision as necessary for compliance with this rule.

(b) Each local school system and state chartered special school shall provide information in the recognition of diabetes related emergency situations to all employed or contracted bus drivers responsible for the transportation of a student with diabetes.

(c) Each school shall review and implement the diabetes medical management plan provided by the parent or guardian of a student with diabetes who seeks diabetes care while at school.

(d) In accordance with the request of a parent or guardian of a student with diabetes and the student's diabetes medical management plan, the school nurse or, in the absence of the school nurse, trained diabetes personnel shall perform functions including, but not limited to, responding to blood glucose levels that are outside of the student's target range; administering glucagon; administering insulin, or assisting a student in administering insulin through the insulin delivery system the student uses; providing oral diabetes medications; checking and recording blood glucose levels and ketone levels, or assisting a student with such checking and

recording; and following instructions regarding meals, snacks, and physical activity. These activities shall not constitute the practice of nursing and shall be exempted from all applicable statutory and regulatory provisions that restrict what activities can be delegated to or performed by a person who is not a licensed health care professional.

(e) The school nurse or at least one trained diabetes personnel shall be on site at each school and available during regular school hours to provide care to each student with a diabetes medical management plan being implemented by the school. For purposes of field trips, the parent or guardian, or designee of such parent or guardian, of a student with diabetes may, at the discretion of the school, accompany such student on a field trip.

(f) A student's school choice under O.C.G.A. § 20-2-2130 or other applicable law shall in no way be restricted because the student has diabetes.

(g) Upon written request of a student's parent or guardian and if authorized by the student's diabetes medical management plan, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school related activity, and he or she shall be permitted to possess on his or her person at all times all necessary supplies and equipment to perform such monitoring and treatment functions.

(h) No physician, nurse, school employee, local school system, or state chartered special school shall be liable for civil damages or subject to disciplinary action under professional licensing regulations or school disciplinary policies as a result of the activities authorized or required by O.C.G.A. § 20-2-779 when such acts are committed as an ordinarily reasonably prudent physician, nurse, school employee, local school system, or state chartered special school would have acted under the same or similar circumstances.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.18
Authority: O.C.G.A. § 20-2-240, 20-2-779.
History. Original Rule entitled "Diabetes Medical Management Plans" adopted. F. Aug. 23, 2012; eff. Sept. 12, 2012.

Rule 160-4-8-.19. Suicide Prevention Training Requirement for Certificated School System Personnel.

(1) **DEFINITIONS.**

(a) **Georgia Department of Education** (GaDOE) - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(b) **Local Education Agency** (LEA) - local school system pursuant to local board of education control and management.

(c) **Certificated School System Personnel** - individuals trained in education who hold a Clearance (C), Teaching (T), Leadership (L), Service (S), Technical Specialist (TS), or Permit (P) certification issued by the Georgia Professional Standards Commission or is an educator teaching students under a highly qualified definition.

(2) **REQUIREMENTS**.

(a) Local education agencies shall adopt a policy on student suicide prevention. Such policies shall be developed in consultation with school and community stakeholders, school employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

(b) To assist LEAs in developing their own policies for student suicide prevention, the Georgia Department of Education (GaDOE), in consultation with the Suicide Prevention Program within the Department of Behavioral Health and Developmental Disabilities (DBHDD), shall establish a model policy for use by LEAs in accordance with O.C.G.A. § 20-2-779.1.

(c) All certificated public school personnel shall receive annual training in suicide awareness and prevention. This training shall be provided within the framework of existing in-service training programs offered by the Georgia Department of Education or as part of required professional development offered by an LEA.

(d) The Georgia Department of Education shall, in consultation with the DBHDD, the Suicide Prevention Program established pursuant to O.C.G.A. § 37-1-27, and suicide prevention experts, develop a list of approved training materials to fulfill the requirements of this subsection which may include training materials currently being used by an LEA if such training materials meet any criteria established by the GaDOE.

(e) Approved materials shall include training on how to identify appropriate mental health services, both within the school and also within the larger community, and when and how to refer youth and their families to those services.

(f) Approved materials may include programs that can be completed through self-review of suitable suicide prevention materials.

Cite as Ga. Comp. R. & Regs. R. 160-4-8-.19
Authority: O.C.G.A. § 20-2-779.1.
History. Original Rule entitled "Suicide Prevention Training Requirement for Certificated School System Personnel" adopted. F. Sep. 25, 2015; eff. Oct. 15, 2015.

Subject 160-4-9. INNOVATIVE PROJECTS.

Rule 160-4-9-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.01
Authority: O.C.G.A. Sec. 20-2-250.
History. Original Rule entitled "Innovation Program Grants" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. June 13, 2002; eff. July 3, 2002.

Rule 160-4-9-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.02
Authority: O.C.G.A. Sec. 20-2-251.
History. Original Rule entitled "Demonstration Schools" adopted. F. Nov. 21, 1991; eff. Dec. 11, 1991.
Repealed: F. Dec. 9, 1997; eff. Dec. 29, 1997.

Rule 160-4-9-.03. Statewide Vocational Staff Development Eligibility.

(1) **Purpose.** Statewide vocational staff development is a program that uses state and/or federal (Carl D. Perkins Vocational Education Act) improvement funds to offer courses for eligible personnel.

(2) **Definition.** Eligible personnel are vocational or vocational-related employees of local units of administration, employees of state agencies and students of teacher training institutions in Georgia.

(3) Requirements.

(a) Only eligible personnel shall participate in statewide vocational staff development activities.

(b) Priority for enrollment shall be determined in the following order:

1. Certified personnel under contract;

2. Students enrolled in teacher education programs;

3. Employees of state agencies.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.03
Authority: O.C.G.A. Secs. 20-2-230, 20-2-232, PL 98-524.
History. Original Rule entitled "Statewide Vocational Staff Development Eligibility adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.

Rule 160-4-9-.04. Charter Schools and Charter Systems Definitions.

(a) **Academically Poor Performing Charter School**- a charter school that has been in operation for at least three (3) years and that (1) has been identified as being in the lowest-performing five (5) percent of all schools in the State and has failed to improve school performance over the past three (3) years (based on the state accountability system); and (2) has failed to demonstrate student academic growth of at least an average of one grade level for each cohort of students in each of the past three (3) years, as demonstrated by statewide or other approved assessments.

(b) **Charter**- a performance-based contract between the charter authorizer(s) and a Georgia nonprofit charter school governing board (nonprofit governing board). By entering into a charter, a nonprofit governing board and the charter authorizer(s) shall be deemed to have agreed to be bound by all the provisions of the Charter Schools Act, O.C.G.A. § 20-2-2060 et. seq., and all State Board of Education rules and guidelines implementing the Charter Schools Act as if such terms were set forth in the charter. A charter for a local charter school, if approved, shall be a three-party agreement between a Georgia nonprofit charter school governing board, a local board of education, and the State Board of Education. A charter for a Charter System, if approved, shall be a two-party agreement between a local board of education and the State Board of Education.

(c) **Charter Advisory Committee**- a committee established by the State Board of Education (the State Board) pursuant to O.C.G.A. § 20-2-2063.1 to make recommendations to the State Board of Education regarding approval or denial of charter petitions, charter policy, and the disbursement of planning grants. If directed to do so by the State Board of Education, the Charter Advisory Committee may mediate disputes between a local board that denied a charter petition and the charter petitioner whose petition was denied. The committee shall be composed of nine members as follows:

(1) Three members appointed by the chairperson of the State Board;

(2) Three members appointed by the Lieutenant Governor; and

(3) Three members appointed by the Speaker of the House of Representatives. All members shall serve at the pleasure of their respective appointing officials. The committee shall elect a chairperson from among its membership.

(d) **Charter attendance zone**- the geographical area(s) indicated within a local charter from which students may attend the local charter school. It may include all or any portion of the local school system in which the charter school is located and may include all or any other portion of other local school systems if the charter school is jointly authorized

pursuant to O.C.G.A. § 20-2-2063(c) or approved by the board(s) of education of those other school systems.

(e) **Charter authorizer**- an entity authorized under the Charter Schools Act to review applications, decide whether to approve or deny applications, enter into charter contracts, oversee public charter schools and charter systems, and decide whether to renew, nonrenew, or revoke existing charter contracts.

(f) **Charter high school cluster** - a high school cluster that petitions for, and is granted a charter, held by a Georgia nonprofit charter cluster governing board.

(g) **Charter Management Organization (CMO)**- a non-profit organization that manages or operates two or more charter schools.

(h) **Charter petitioner**- a local school, local board of education, private individual, private organization, or state or local public entity that submits or initiates a petition for a charter, except that a charter petitioner for a local charter school shall be a party other than the local board of education. The term "charter petitioner" does not include home study programs or schools, sectarian schools, religious schools, private for profit schools, private educational institutions not established, operated, or governed by the State of Georgia, or existing private schools. In the case of a charter school, the charter petitioner does not become a party to the charter contract unless the petitioner is a Georgia nonprofit corporation.

(i) **Charter school** - a public school that is operating under the terms of a charter.

(j) **Charter system** - a local school system that is operating under the terms of a charter pursuant to O.C.G.A. § 20-2-2063.2.

(k) **College and career academy (CCA)** - a specialized school governed by a governing board, established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.

(l) **College and career academy certification**- a certification process, established by The Office of College and Career Transitions (The Office) in collaboration with the Department of Education, for approval by the Technical College System of Georgia board and the State Board of Education. The Office shall be authorized to certify college and career academies. The State Board of Education shall accept certification by The Office as one component of determining compliance with charter and strategic waivers school system or charter system contract requirements. The State Board of Education may request supplemental information from charter petitioners, strategic waivers school systems, or charter systems. Any certification process shall require that the applicant demonstrates how the proposed college and career academy will increase student

achievement, provide for dual credit and dual enrollment opportunities, increase work based learning opportunities, and address work force development needs; articulates how the collaboration between business, industry, and community stakeholders will advance work force development; demonstrates local governance and autonomy; and shows other benefits that meet the needs of the students and community. Certification by The Office shall constitute a positive recommendation to the State Board of Education for renewal of a charter school or charter system pursuant to Code Section 20-2-2064.1 or an extension of a strategic waivers school system contract.

(m) **College and career academy governing board for a CCA established as a charter school**- the nonprofit governing board that will serve as a school-level decision-making body at the college and career academy, participate in the local and state charter petition review process, is a party to the charter contract, and is responsible for ensuring the implementation of and compliance with the charter contract. The charter contract shall include provisions requiring that the college and career academy have a governing board reflective of the school community and the partnership with decision-making authority and requiring that governing board members complete initial and annual governance training provided by The Office of College and Career Transitions, including, but not limited to, best practices on school governance, the constitutional and applicable statutes and rules and regulations.

(n) **College and career academy governing board for a CCA established by a charter system contract**- the governing board that will serve as the local school governance team at the college and career academy and is responsible for ensuring the implementation of and compliance with the CCA portions of the charter system contract. The charter system contract establishing the college and career academy shall include provisions requiring that the college and career academy have a governing board reflective of the school community and the partnership with decision-making authority and requiring that governing board members complete initial and annual governance training provided by The Office of College and Career Transitions, including, but not limited to, best practices on school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations, as well as any additional local school governing team training needed.

(o) **Conversion charter school** - a charter school that existed as a local school prior to becoming a charter school.

(p) **Education Management Organization (EMO)** - a for-profit organization that manages or operates a charter school.

(q) **Education Service Organization (ESO)** - a for-profit or non-profit organization that advises charter schools on operational matters including, but not limited to, finances, resource allocation, and human resources.

(r) **Education Service Provider (ESP)** - a for-profit or non-profit organization that contracts with new or existing charter schools to provide services including, but not limited to,

curriculum design, professional development, student assessments, financial and operational management, facilities management, and human resources management, such as Education Management Organizations (EMOs), Charter Management Organizations (CMOs), Education Service Organizations (ESOs), and others.

(s) **Educationally disadvantaged students -**all or a subset of the following: students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students, as each such subset is defined by the State Board of Education in accordance with federal education guidelines and regulations.

(t) **Faculty and instructional staff members** - individuals, including paraprofessionals, assigned to the school on a full-time basis, and who have instructional responsibilities. The term "paraprofessional" shall have the same meaning as set out in O.C.G.A. § 20-2-204.

(u) **Financial Management Certificate**- a certificate awarded to employees of locally-approved charter schools upon successful completion of a State Board of Education approved charter schools financial management certification program that provides training for charter school leaders and personnel who are responsible for a school's budget, accounting, payroll processing, purchasing, and ensuring a school's financial policies are in line with state and federal laws and best practices in accordance with O.C.G.A. § 20-2-2073.

(v) **Fiscal agent** - the public entity responsible for receiving and dispersing funds to a local charter school and for the financial oversight of charter schools that it authorizes.

(w) **Founding board**- the initial governing board that establishes the nonprofit to develop and submit the local charter school petition.

(x) **Full-Time Equivalent Program Count (FTE)** - a student count consisting of six state-funded segments per student authorized under O.C.G.A. § 20-2-161.

(y) **Governing board**- The nonprofit governing board that will serve as a school-level decision-making body at a local charter school (not including system charter schools or college and career academies established by a charter system contract), participates in the local and state charter petition review process, is a party to the charter contract, and is responsible for ensuring the implementation of and compliance with the charter contract.

(z) **Governing council** - a local school governing team within a charter system.

(aa) **Georgia nonprofit** - a nonprofit corporation organized under the laws of the State of Georgia.

(bb) **High-Quality Charter School** - a charter school that (1) shows evidence of strong academic results, which may include strong student academic growth, as determined by the state; (2) has no significant issues in the areas of student safety, financial and

operational management, or statutory or regulatory compliance; (3) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and (4) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(cc) **High school cluster**- a public high school and all of the public middle and public elementary schools which contain students who matriculate to such high school. The schools in a high school cluster may include charter schools, local schools, or a combination of both.

(dd) **Jointly authorized charter school**- a local charter school authorized by more than one local board and operating under the financial oversight of a designated fiscal agent.

(ee) **Local board of education (local board) -** a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(ff) **Local charter school** - a start-up charter school or a conversion charter school that is operating under the terms of a charter between a Georgia nonprofit charter school governing board, the local board(s), and the State Board of Education.

(gg) **Local revenue -** local taxes budgeted for school purposes in excess of the local five mill share, combined with any applicable equalization grant and budgeted revenues from any of the following: investment earnings, unrestricted donations, and the sale of surplus property; but exclusive of revenue from bonds issued for capital projects, revenue to pay debt service on such bonds, and local option sales tax for capital projects. Nothing in this paragraph shall be construed to prevent a local board from including a local charter school in projects specified in the ballot language of a local option sales tax or bond referendum.

(hh) **Local school** - a public school in Georgia that is subject to the oversight of a local board of education.

(ii) **Local school governance (charter systems) -** a Local School Governing Team at system charter school shall have authority, as provided for in the contract, to make personnel decisions, including recommending the principal or school leader for selection by the local board of education; financial decisions and resource allocation decisions, including having input into the final recommendations for a system charter school's budget and input as to the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs; input into the selection of a curriculum and accompanying instructional materials; establishment and monitoring of the achievement

of school improvement goals, including approval of the school improvement plan and oversight of its implementation; and school operations, including input into any school operations that are consistent with school improvement and charter goals. The local board of education ultimately retains constitutional authority.

(jj) **Local school governing team -** a school-level council of parents, teachers, and community members at a system charter school who have responsibility for local school governance at a system charter school.

(kk) **Local school system -** the system of public schools established and maintained by a local board within its limits pursuant to Article VIII, Section V, Paragraph I of the Georgia Constitution.

(ll) **Locally-approved charter school governing board**- the nonprofit governing board that will serve as a school-level decision-making body at a local charter school (not including system charter schools and college and career academies established by a charter system contract), participates in the local and state petition review process, is a party to the charter contract, and is responsible for ensuring the implementation of and compliance with the charter contract.

(mm) **Merged charter school**- a charter school created by combining two (2) or more start-up charter schools and operating under the terms of a single charter between the nonprofit governing board, the local board(s), and the State Board of Education.

(nn) **Performance Framework -** a comprehensive accountability tool utilized to evaluate a charter school's overall academic, financial, and operational performance.

(oo) **Petition -** a proposal or application to establish a charter school or a charter system.

(pp) **Public Interest -** more likely than not to promote the welfare or well-being of students, staff, the community or the general public, including but not limited to, increased student achievement, financial stability, and positive school climate.

(qq) **QBE formula earnings -** funds earned from the Quality Basic Education Formula pursuant to O.C.G.A. § 20-2-161, including the portion of such funds that are calculated as the local five mill share in accordance with O.C.G.A. § 20-2-164.

(rr) **Qualified charter school contributions -** the donation of funds by a taxpayer to a qualified charter school organization for the purchase of real property and for capital outlay for a charter school.

(ss) **Qualified charter school organization -** for the purposes of the capital outlay program, a charitable organization in this state that is exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code which is approved by the SBOE to provide funds for the purchase of real property for capital outlay for charter schools in this state.

(tt) **Sibling -** a child who shares at least one common biological or legal parent whether through natural or adoptive means, including biological siblings that share parents; half siblings that share a single parent; step siblings that share a parent or parents through marriage even if the marriage was terminated by death or dissolution; children who share a parent or parents through adoption or guardianship; and foster children awaiting permanent placement.

(uu) **Special school -** a school whose creation is authorized pursuant to Article VIII, Section V, Paragraph VII of the Georgia Constitution.

(vv) **State Board of Education approved training provider-** an individual or organization that is authorized by the State Board of Education to conduct charter school governing board training utilizing curricula aligned with the State Board of Education's governance standards for locally-approved charter school governing boards and which meet a governing board's identified areas for improvement.

(ww) **State Charter Schools Commission -** a state-level authorizing independent charter school authorizing entity, established pursuant to Article 31A of the Georgia School Code.

(xx) **Start-up charter school -** a charter school that did not exist as a local school prior to becoming a charter school.

(yy) **State Board of Education -** the constitutional authority that defines education policy for the public K-12 local education agencies in Georgia.

(zz) **State chartered special school -** a charter school created as a special school that is operating under the terms of a charter between the charter petitioner and the State Board of Education. State chartered special schools shall act as their own public Local Education Agency for accountability purposes.

(aaa) **Substantial autonomy-** The nonprofit governing board of a charter school shall have authority to make, but is not limited to, personnel decisions, including selection of the principal or school leader; financial decisions and resource allocation decisions, including establishing the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs; selection of a curriculum and accompanying instructional materials; establishment and monitoring of the achievement of school improvement goals, including approval of the school improvement plan and oversight of its implementation; and operations that are consistent with school improvement goals. The local board shall only override decisions of a conversion charter school's governing board in those areas where the local board has constitutional authority and has a reasonable belief that a decision will be substantially detrimental to students and is not in the public interest.

(bbb) **Substantial expansion-** Projected enrollment growth exceeds 33% of the previous year's October FTE-1 enrollment or the addition of more than one grade level compared to the previous year's October FTE-1 report.

(ccc) **Substantially detrimental** - More likely than not to cause financial injury, bodily harm, result in violation of the charter contract, or otherwise jeopardize the physical and/or mental health, safety, and welfare of students and/or faculty.

(ddd) **System charter school** - a school within a charter system that is not a local charter school.

(eee) **The Office of College and Career Transitions**- a division of the Technical College System of Georgia established by O.C.G.A. § 20-4-37, that coordinates the efforts by the State Board of Education, the University System of Georgia, the Technical College System of Georgia and other not for profit postsecondary institutions accredited by the Southern Association of Colleges and Schools in the professional development, curriculum support, governing board training and development and establishment of college and career academies.

(fff) **Unused Facility** - real property of a local board of education, including educational facilities as defined in O.C.G.A. § 20-2-260, that has not been used by the local board of education for the previous two years and is not included in the local school system's five-year educational facilities plan.

(ggg) **Virtual charter school**- a charter school that does not serve students at a physical facility but delivers instruction primarily through computer technology and the internet. This can include a blended model that serves students in a brick and mortar facility.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.04
Authority: O.C.G.A. §§ 20-2-161, 20-2-240, 20-2-2062, 20-2-2063, 20-2-2063.1, 20-4-37.
History. Original Rule entitled "Charter Schools" adopted. F. Aug. 20, 1993; eff. Sept. 9, 1993.
Amended: F. Aug. 21, 1995; eff. Sept. 10, 1995.
Amended: F. Jan. 12, 1998; eff. Feb. 1, 1998.
Amended: F. Nov. 16, 1998; eff. Dec. 6, 1998.
Amended: F. Dec. 14, 2000; eff. Jan. 3, 2001.
Amended: F. Aug. 16, 2002; eff. Sept. 5, 2002.
Repealed: New Rule of same title adopted. F. July 14, 2006; eff. August 3, 2006.
Amended: F. Sept. 13, 2007; eff. Oct. 3, 2007.
Repealed: New Rule of same title adopted. F. May 14, 2009; eff. June 3, 2009.
Repealed: New rule with same title adopted. F. Sep. 8, 2011; eff. Sept. 28, 2011.
Amended: New title "Charter Schools and Charter Systems Definitions." F. Nov. 7, 2014; eff. Nov. 27, 2014.
Amended: F. Sep. 25, 2015; eff. Oct. 15, 2015.
Amended: F. Aug. 18, 2016; eff. Sept. 7, 2016.
Amended: F. Mar. 30, 2017; eff. Apr. 19, 2017.
Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.

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

(1) **CHARTER PETITION PROCESS.**

(a) **LETTERS OF INTENT**. All applicants, including renewal applicants, who intend to submit a charter petition for local board of education (local board) consideration, shall use the Department's template to submit a letter of intent to both the Department and to the appropriate local board(s) at least six (6) months prior to the date on which the petition will be submitted to the Department. Petitioners should consult the Charter Schools Division website and consult with the applicable local school district(s) for timelines and requirements. Failure to submit a letter of intent shall not preclude an applicant from submitting a petition provided the applicant requests and receives a waiver for the letter of intent from both the Department and local district(s).

(b) **CHARTER PETITION SUBMISSIONS TO LOCAL BOARDS.**

1. Local boards shall adopt policies and publish deadlines regarding submission of charter petitions that are consistent with the timeline and requirements for charter petitions as outlined in this Rule. The Department may request that a local board revise any policy that precludes the uniform application of this Rule. Such policies shall provide for an in-person panel interview by, or a meeting with, the district to provide the district an opportunity to hear from the petitioner directly about district concerns or clarifications the district needs.

2. Pursuant to O.C.G.A. § 20-2-2064(a) and (b), a local board must, by a majority vote, approve or deny a petition no later than ninety (90) days after its submission, unless the petitioner offers an extension and the local board accepts the offer.

3. If the local board denies a petition directly by a vote of the local board to deny or indirectly by failing to vote within the requisite ninety (90) day review period, it must, within sixty (60) days of the denial, provide a written statement of denial to the petitioner and to the State Board of Education. A written statement of denial shall specifically state the reasons for denial and include a list of the deficiencies in the petition relevant to O.C.G.A. § 20-2-2063. If the local board cites that approval is not in the public interest, the written statement of denial shall include a detailed description of why approval is not in the public interest.

4. Unless granted written approval by the Department of an alternate approach to accomplishing these robust petition review goals, within the ninety (90) days a local district has to review a charter petition, the district shall provide a written statement to the petitioner indicating which of the following four groups the petitioner is in and, if appropriate, what they must do if they wish to revise and resubmit their petition:

(i) Rejection Group: These applications are flawed in some way that is irreparable and will be rejected for the current school year's Petition Review Cycle.

(I) The local district shall issue a rejection letter that informs such applicants that their application cannot be considered during the current school year's Petition Review Cycle.

(II) The rejection letter shall include a statement of the legal insufficiency that makes the petition irreparable.

(III) Applicants in this category are free to submit a brand new application in the following school year's Petition Review Cycle.

(ii) Revision Group: During the district's initial internal review and panel interview with the applicant, these applicants demonstrate minimum quality and compliance or less, and would require substantial and material revisions before their petition could be recommended by the district for approval by the local board of education.

(I) The local district shall issue a letter informing these applicants that they cannot receive an approval recommendation unless the required material revisions are made within thirty (30) days. This letter shall include mention of the district's agreement to the petitioner's granting the district ninety (90) additional days to accept or reject its petition.

(II) If an applicant chooses to make the substantial and material changes required, they shall resubmit their petition within the thirty (30) day window. Their resubmittal letter shall include mention of their granting to the district ninety (90) additional days beyond the initial 90-day review period to accept or reject their petition.

(III) Applicants will have only one opportunity to revise their application to make the substantial and material changes required.

(IV) Applicants that fail to make required revisions will have to wait until the following school year's Petition Review Cycle to submit a new application.

(iii) Clarification Group: During the district's initial internal review and panel interview with the applicant, these applicants demonstrate moderate quality and compliance or better, but require clarification and supplemental information to be submitted before their petition could be recommended by the district for approval by the local board of education.

(I) The local district shall issue a letter informing these applicants what clarification(s) and/or supplemental information is required. This letter shall include mention of the district's agreement to the petitioner's granting the district ninety (90) additional days to accept or reject its petition.

(II) If an applicant chooses to provide the required clarification(s) and/or supplemental information, they shall resubmit their petition within a thirty (30) day window. Their response letter shall include mention of their granting to the district ninety (90) additional days beyond the initial ninety (90) day review period to accept or reject their petition.

(III) Applicants will have only one opportunity to provide the required clarification(s) and/or supplemental information.

(IV) Applicants that fail to provide the required clarification(s) and/or supplemental information will have to wait until the following school year's petition review cycle to submit a new application.

(iv) Approval Group: During the district's initial internal review and panel interview with the applicant, these applicants demonstrate near-perfect quality and compliance. For these applicants, the district will make a recommendation to the local board of education for approval of the petition without any further action on the part of the applicant.

5. If a local board denies a petition, the local board or the petitioner may request mediation by submitting a written request to the State Board of Education within thirty (30) days of the final denial. If the other party agrees to the mediation, the State Board of Education, or Charter Advisory Committee if directed by the State Board of Education to do so, may assign a mediator to be paid by the Department but reimbursed equally by the local board and the petitioner to assist in resolving issues which led to the denial of the petition by the local board.

6. If a local board approves a petition, within thirty (30) days of the approval:

   (i) The local board shall deliver a copy of the petition they approved to the Department.

   (ii) The petitioner shall deliver the approved petition to the Department for review by the State Board of Education. The petition shall be in accordance with all Department requirements, including those related to formatting, as described in this Rule, on the Charter Schools Division website and within the relevant charter school application.

(c) **CHARTER PETITION SUBMISSIONS TO THE DEPARTMENT OF EDUCATION.**

1. Charter petitioners shall ensure that petitions adhere to all application requirements and related timelines as established by the Department pursuant to O.C.G.A. § 20-2-2063 and as outlined in this Rule. Petitioners that have applied to a local school district must also provide a copy of their petition to the Department within thirty (30) days of submitting their petition to the school district. Petitioners should consult the Charter Schools Division website for applicable timelines and requirements. Failure to comply with timelines or requirements may delay or prohibit consideration of the petition until the following school year's petition review cycle.

(d) **CHARTER PETITION REVIEW PROCEDURES BY THE DEPARTMENT OF EDUCATION.**

1. The Department shall process all charter petitions submitted to the Department on behalf of the State Board of Education as outlined in this Rule.

2. The Department shall coordinate with the Charter Advisory Committee, as applicable, to facilitate their review of petitions and their subsequent recommendations to the State Board of Education.

3. The Department reserves the right to reject incomplete and/or legally insufficient charter petition submissions.

4. The Department staff shall first review petitions to determine if they are complete and meet the legal requirements for submission, not so as to require approval but so as to allow further review.

5. If a charter petition is deemed to be deficient, the petition shall be rejected and the petitioner notified of the reasons for that rejection.

6. Those petitioners who have submitted a petition that is deemed to be complete and to meet the legal requirements for submission, shall attend an interview with Department staff as part of the petition review process. A majority of the members of the charter school governing board are required to be in attendance at the interview. The goal of the interview is to gauge the petitioner's overall capacity to sustain operations of a high-quality charter school with regard to academics, operations, governance, finance, and compliance with all non-waivable law, rules, and guidelines.

7. The Department shall make recommendations to the State Board of Education for approval or denial of a charter contract and shall specify to the State Board of Education the reasons for its recommendation.

   (i) The maximum term for both initial and renewed charter contracts approved by the State Board of Education shall be five years.

8. Existing charter schools may not apply for renewal to a new authorizer. Existing charter schools seeking to switch authorizers must apply to the new authorizer as a new petitioner. Existing charter schools may petition the State Charter Schools Commission (SCSC) for approval as provided by O.C.G.A § 20-2-2063.3(b)(2) or by O.C.G.A. § 20-2-2085 and in accordance with the policies and processes of the SCSC. Existing charter schools that meet the definition of a "high quality charter school" for the past three years (or over the life of the school, if the school has been open for fewer than three years) as established by the Department may be eligible for an expedited review in accordance with policies developed by the Department.

9. The local school governing team of a system charter school may petition to become a conversion charter school, not subject to the terms of the system charter. In the event that a system charter school becomes a conversion charter, the system shall reflect that change in their annual report.

(e) **REVIEW PROCEDURES FOR DEPARTMENT REVIEW OF NEW AND RENEWAL CHARTERS GRANTED BY THE STATE CHARTER SCHOOLS COMMISSION.**

1. The Department shall review all approved charter contracts granted by the State Charter Schools Commission (SCSC), including both initial and renewed charters, along with the related petitions and other materials presented by SCSC staff to the SCSC members.

2. The Department shall make recommendations to the State Board of Education regarding the State Board of Education's affirmation or overrule of all new or renewal charters, and where the recommendation is to overrule

the SCSC's decision, shall specify the reasons for its recommendation to overrule the SCSC.

(2) **CHARTER PETITION APPLICATION REQUIREMENTS FOR ALL CHARTER APPLICANTS.** All charter school petition applications, including applications for renewal, shall meet the following minimum requirements pursuant to O.C.G.A. § 20-2-2063. Additionally, Charter school petition applications shall meet all formatting requirements included in the application.

(a) **STATEMENT OF INTENT.** A description of how the proposed charter school promotes the legislative intent of the charter schools program to "increase student achievement through academic and organizational innovation," in accordance with O.C.G.A. § 20-2-2061.

(b) **STATEMENT OF GOALS AND OBJECTIVES.**A list and detailed description of the petitioner's specific performance-based goals and measurable objectives. At a minimum, the list shall include goals and objectives that are aligned with state and federal assessment standards, measurable on at least an annual basis, attainable, and reflective of the mission set forth in the petition. The petition shall demonstrate that the performance-based goals and measurable objectives will result in continuous improvement in student achievement and will comply with the Single Statewide Accountability System.

Failure to meet or exceed the specific performance and measurable objectives as defined in the charter contract may result in charter termination.

(c) **DESCRIPTION OF INTENDED USE OF WAIVERS**. A description of how the school shall utilize its broad flexibility from laws, rules, and regulations as permitted by O.C.G.A. § 20-2-2065(a). Schools cannot waive any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; protecting physical and/or mental health and safety of school students, employees, and visitors; conflicts of interest; unlawful conduct; any reporting requirements of O.C.G.A.§§ 20-2-133, 20-2-210, 20-2-211.1, 20-2-320, 20-2-327(c); or virtual instruction requirements of O.C.G.A. § 20-2-167.1.

The petition shall include illustrative examples of how the charter school will implement the flexibility granted by the broad flexibility waiver to meet or exceed the performance-based goals and to increase student achievement. Petitions shall explicitly describe what the increased flexibility will allow the petitioner to accomplish during the course of the charter term.

(d) **PARENTAL AND COMMUNITY INVOLVEMENT.**A description of how parents, members of the community, and other interested parties contributed to the development of the petition and how petitioner intends to secure their ongoing

involvement in the school and in what capacity. A charter school shall not require parents or guardians to volunteer their time and/or contribute money or in-kind to the school as a condition of enrollment in the school. Any parent or guardian volunteer commitments must be optional to ensure open enrollment.

(e) **DESCRIPTION OF THE EDUCATIONAL PROGRAM.** A description of the following components of the school's educational program, including an explanation of how these components shall contribute to the achievement of the performance-based goals and measurable objectives:

1. The school's mission;

2. The ages and grades to be included;

3. The focus of the curriculum;

4. Instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed;

5. For students with disabilities, a description of how the school shall provide state and federally-mandated services; ensure individuals employed as special education teachers have a bachelor's degree and are either certified in special education or hold a special education license; and comply with all special education laws, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, and the IDEA;

6. For English Language Learners, a description of how the school shall provide state and federally-mandated services;

7. A description of how the school intends to meet the needs of students identified as gifted and talented;

8. A description of how the school shall provide supplemental educational services as required by federal law and pursuant to State Board of Education Rule 160-4-5-.03. Supplemental Educational Services in Title I Schools, and a description of how the school shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01. Remedial Education; and

9. The school's proposed annual calendar and a draft daily school schedule for a typical week.

(f) **DESCRIPTION OF ASSESSMENT METHODS**. A description of the school's student assessment plan, including the following components:

1. A statement detailing how the school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, including the manner in which the school shall work with the authorizer(s) to participate in statewide assessments.

2. A plan to obtain student performance data for each student, which shall include how the current baseline standard of achievement shall be determined in order to meet the petition's performance-based goals and measurable objectives. The data may include standardized assessment results from previous school years. For the charter school's first year, baseline student achievement data shall be collected within three months from the first day of school.

3. A plan to address how assessments shall measure improvement and over what period of time.

4. The school's plan for using assessment data to monitor and improve achievement for all students.

5. For charter high schools, a description of the method for determining that a student has satisfied the requirements for high school graduation as defined in SBOE 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.

(g) **DESCRIPTION OF SCHOOL OPERATIONS.** A description of the school's operations and management plan, including the following components:

1. The proposed duration of the charter if for a period of time less than the maximum five years.

2. The proposed attendance zone for the school, pursuant to O.C.G.A. § 20-2-2062(1.1).

3. A description of all rules and procedures that shall govern the admission of students to the charter school, including:

   (i) A statement detailing whether the charter school shall utilize any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a) and (b), and if so, their rank order.

   (ii) A statement detailing whether the charter school shall utilize a weighted lottery pursuant to O.C.G.A. § 20-2-2066(a) and (b) to provide an increased chance of admission for educationally disadvantaged students.

(iii) A copy of the proposed admissions application or a description of the application that demonstrates that the application conforms to the requirements of rule and law, including the requirement that charter schools have open enrollment.

(iv) A copy of the policy setting annual enrollment, re-enrollment and lottery deadlines including a description of the lottery procedures detailing how enrollment preferences will be applied and an assurance of complete transparency in its procedures. Complete transparency shall include, at a minimum, publishing the lottery date, time, place and lottery procedures at least two weeks in advance on the school's website. The policy shall ensure that only students who reside in the proposed attendance zone are eligible to participate in the lottery. The policy shall also ensure open enrollment for each grade served for which space is available and shall maintain enrollment at the levels described in the charter and approved by the State Board of Education. A charter school, except for dual language immersion charter schools, may not adopt any policy which expressly restricts enrollment to specific grade levels within the grade span served by the school. A charter school must offer at least one annual enrollment opportunity for each grade served for which space is available.

4. A description of the steps the charter school will take to ensure equitable access to the school for students, faculty, and staff who are representative of the community diversity in the school's proposed attendance zone, including students who are educationally disadvantaged as defined in State Board of Education Rule 160-4-9-.04.

5. Rules and procedures concerning student discipline and dismissal, including code of conduct and student due process procedures.

6. Rules and procedures concerning how the school will handle grievances and complaints from students, parents, and teachers.

7. The manner in which the school shall be insured, the terms and conditions thereof, and the amounts of coverage.

8. A description of the employment procedures and policies of the school. The description of employment procedures and policies shall include, at a minimum, the following:

   (i) The charter school's procedures to ensure compliance with the requirement that the school shall not allow any faculty, staff, or

governing board member contact with students without having annual documentation of a successful background check as well as the charter school's policies and procedures that establish the requirement that faculty, staff, and governing board members must immediately disclose to the school the occurrence of any arrests or other such occurrences which would have resulted in an unsuccessful background check if they had occurred prior to the background check. Each school employee must have a clearance certificate from the Georgia Professional Standards Commission (GaPSC).

9. A description of the facilities to be used, their location(s), and any pending modifications necessary for utilization for educational purposes. The description must include the following components:

   (i) Description, including documentation, of steps petitioner has taken relevant to the Department's facilities review process.

   (ii) A Certificate of Occupancy must be obtained prior to student occupancy of the proposed facility. The latest possible date by which the Certificate of Occupancy shall be obtained must be included in the charter petition.

   (iii) The school's emergency safety plan, which may be a statement that the petitioner will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency by a specified date.

   (iv) A statement that any future facility used to house students will be subject to approval by the local board and the Department prior to occupancy.

   (v) Documentation of ownership or a copy of the lease of the facility. If the facility has not been obtained or the documentation is not available at the time the petition is submitted, the petitioner shall provide a timeline for obtaining such facilities or providing such documentation and shall provide such documentation to the Department as soon as it is available. This does not apply to conversion charter schools.

10. A statement describing whether the building is new or existing. In the case of a locally approved charter school, building plans must be approved by the facilities department of the local board. For all other charter schools, building plans only need to be approved by the Department.

11. The manner in which the school's enrollment count will be determined for purposes of calculating charter school funding, pursuant to O.C.G.A. § 20-2-2068.1(c) or § 20-2-2090(d), as appropriate.

(h) **DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS.**A description of the school's financial structure, including the following components:

1. Designation of a chief financial officer who shall not serve simultaneously as the school leader for the charter school and possesses the following credentials:

   (i) A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years experience in a field related to business or finance; or

   (ii) Documented experience of ten or more years in the field of business and financial management.

2. Charter schools as defined by O.C.G.A. § 20-2-2062 are public schools, therefore the school shall comply with Governmental Accounting Standards Board (GASB) Statements and Interpretations, which constitute Generally Accepted Accounting Principles (GAAP) for financial reporting.

3. A statement that the school shall be subject to an annual financial audit conducted by an independent Georgia licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065(b)(7). The financial reporting format shall comply with generally accepted government auditing standards (GAGAS).

4. A statement indicating whether the school shall utilize the local school board for fiscal management or other services; and, if so, specifics regarding what level of autonomy the school shall have over budgets and expenditures and/or any other area for which the school has contracted with the local board to provide services.

5. A statement that the school shall comply with federal monitoring and federal audits required for schools that receive federal funds.

6. A statement that at least ninety (90) percent of QBE funds earned by students in a virtual charter school whose total student enrollment is composed of more than five (5) percent of students who reside in another local school system shall be expended on virtual instruction costs in accordance with O.C.G.A. § 20-2-167.1.

7. A statement from the applicable local school system that the amount identified in the locally approved petition budget for base per-pupil funding is based upon the school system's good-faith estimate of the base per-pupil amount at which it will fund the charter school as long as the school system receives the state and local revenues upon which the approved school budget is based.

8. A statement that the school shall submit any required financial information to the local school system, in accordance with the policies and deadlines established by the system, for inclusion in the local school system's annual Financial Review Report (DE046) to the Department.

(i) **DESCRIPTION OF GOVERNANCE STRUCTURE.** A description of the school's governance structure, including the following components:

1. A description of how the charter school shall be governed.

2. A statement that the governing board shall be subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open Meetings Act) and O.C.G.A. § 50-18-70*et seq.* (Open Records Act).

3. A statement that the governing board shall be subject to the oversight of the local board.

4. A statement regarding the governing board's function, duties, composition, how and when members shall be selected, how members will be representative of the community diversity in the charter school's proposed attendance zone, how long members shall serve, how members may be removed from office, how members shall avoid conflicts of interests, and an assurance that the Governing Board will comply with all laws and State Board of Education rules and guidelines related to Charter School Governing Board training. Members of the local board and the superintendent of the local school system are prohibited from serving on the charter school's governing board, unless otherwise stipulated by the Department. Charter school employees are prohibited from serving on the school's governing board, unless otherwise stipulated by the Department. The charter school principal may serve only as an ex officio member of the charter school governing board.

5. A description of how parents, members of the community, and other interested parties will be involved in the governing board of the school.

6. A list of proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and a disclosure of any potential conflicts of interest. This includes a copy of any

intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation, and any agreements with other local schools for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.

7. Provide a Roles and Responsibilities chart between the College and Career Academy governing board, the School System, and the CCA's higher education and business partners that includes the following:

   (i) Information on the CCA's decision making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations,

   (ii) Information on how the CCA will be funded by the District and other strategic partners; and

   (iii) Information on the services and supports to be provided to the CCA by the local district.

8. A description of the method that the local board and the charter school plan to utilize for resolving conflicts with each other.

9. Evidence that the locally approved charter school has been incorporated as a Georgia nonprofit corporation pursuant to the Georgia Nonprofit Corporation Code, O.C.G.A. § 14-3-101*et seq.*, as required by O.C.G.A. § 20-2-2065(b)(4). This evidence shall include an official copy of the certificate of incorporation from the Georgia Secretary of State and a copy of the by-laws for the Georgia nonprofit corporation. By-laws must specify the duties of governing boards' members with particularity. This requirement shall apply to both start-up and conversion charter schools.

(j) **STATEMENT ON ANNUAL REPORT.** A statement that the charter school shall provide an annual report to the Department, the local board of education, and parents and guardians of students enrolled in the school by November 1 of each year, in accordance O.C.G.A. § 20-2-2067.1(c) and that such report shall conform to the template provided by the Department.

(3) **ADDITIONAL PETITION REQUIREMENTS FOR CONVERSION APPLICANTS ONLY.**In addition to the requirements of Part 2 of this Rule, all conversion charter school petitions shall include the following components:

(a) A statement that the petitioner has held the appropriate votes by secret ballot as required pursuant to O.C.G.A. § 20-2-2064(a)(1) and (2), and a description of the procedures and outcome of those votes.

1. For purposes of the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(A), each faculty or instructional staff member shall have a single vote.

2. For purposes of the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(B), a student's parent(s) or guardian(s) shall collectively have one vote for each student enrolled in the school although parents of students at the school who are eligible to vote as faculty or instructional staff shall also have a single vote in the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(B).

(b) A statement detailing the innovations that shall materially distinguish the conversion charter from the school's pre-conversion model and that require the flexibility offered through the charter model. If an innovation is already implemented at other district schools, it can still be considered innovative for the charter school applicant.

(c) A statement detailing the conversion charter's plan to operate with substantial autonomy. This statement shall include a description of how financial resources will be managed, how human resources will be managed, how personnel will be evaluated; and a description of school governance and the extent to which parents, community members, and other stakeholders will participate in the governance of the school. The petition shall describe all policies, procedures, and practices that will materially distinguish the conversion school from the school's pre-conversion model.

(d) A statement from the applicable local school system detailing the district's plan to ensure the conversion charter school will operate with substantial autonomy, and how the district will ensure its effective support of the charter school, including what, if any, changes it will make to its central office to ensure that the charter school is properly supported and operates with substantial autonomy.

(4) **CHARTER PETITION REQUIREMENTS FOR STATE CHARTERED SPECIAL SCHOOL APPLICANTS.** In addition to the petition submitted in accordance with Part 2 of this Rule, the Department reserves the right to request supplemental information, as needed. The content of a state chartered school petition may not be altered from the content that was submitted to the local board(s) that denied the petition. All state chartered special schools shall also submit to the Department:

(a) A statement regarding whether the school intends to request from the Department a local referendum pursuant to O.C.G.A. § 20-2-2068.1(e) and, if so, the timeline for pursuing such a request.

(b) A copy of the local board's written, specific reasons for denial of the charter petition and a written response to the local board's reasons for denial.

(c) Any supplemental documentation the Department may require for review and evaluation of the application.

(5) ***CHARTER PETITION REQUIREMENTS FOR JOINTLY AUTHORIZED APPLICANTS***

(a) Two or more local boards may jointly authorize a local charter school pursuant to O.C.G.A. § 20-2-2063(c). The local boards may authorize the charter school by one of the following methods:

1. Each local board shall approve the charter petition before it is submitted to the State Board of Education; or

2. One local board shall submit the petition and enter into an interagency agreement with the other local board(s). Such interagency agreement must specify how local revenues shall be allocated to the charter school. The agreement shall become an attachment to the jointly authorized charter petition.

(b) The Department will calculate student accountability for jointly authorized charter schools and for the authorizing districts, in accordance with the Single Statewide Accountability System.

(c) Petitions involving two or more local boards shall follow the same requirements as other charter petitions, as outlined in Part 2 above, and shall also include the following components:

1. A statement specifying which entity shall be the fiscal agent for the jointly authorized charter school.

2. A statement from the applicable local systems guaranteeing that the base per-pupil amount at which it will fund the charter school is the amount identified in the locally approved petition budget as long as the school system receives the state and local revenues upon which the approved school budget is based.

3. An agreement detailing the involvement and responsibilities of each local board regarding the jointly authorized charter school.

(6) ***CHARTER PETITION REQUIREMENTS FOR CHARTER HIGH SCHOOL CLUSTER APPLICANTS***

(a) A high school and all the middle and elementary schools whose students matriculate to that high school may act as a single charter petitioner to convert to charter school status pursuant to O.C.G.A. § 20-2-2063(b). The charter high school cluster petition may include new and existing start-up charter schools, conversion charter schools, and renewals thereof. A charter high school cluster petition must address petition requirements for each school as described in Part 2 above, as applicable. A high school cluster must be governed by a nonprofit charter school governing board. In addition, the petition must include the following components:

1. A statement that the petitioner has held the appropriate votes by secret ballot as required pursuant to O.C.G.A. § 20-2-2064(a)(1) and (2), and a description of the procedures and outcome of those votes.

   (i) For purposes of the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(A), each faculty or instructional staff member shall have a single vote.

   (ii) For purposes of the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(B), a student's parent(s) or guardian(s) shall collectively have one vote for each student enrolled in the school.

2. A statement detailing the rationale for petitioning as a high school cluster, such as innovations that will materially distinguish the charter cluster from the cluster's pre-conversion model and that require the flexibility offered through the charter model.

3. A description of how the charter high school cluster as a whole shall be held accountable for performance goals stated in the charter.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.05
Authority: O.C.G.A. §§ 20-2-161, 20-2-167.1, 20-2-240, 20-2-2062, 20-2-2063, 20-2-2063.1, 20-2-2063.3, 20-2-2072 through 20-2-2074, 20-2-2081.
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Repealed: New Rule of same title adopted. F. Sep. 25, 2015; eff. Oct. 15, 2015.
Amended: F. Aug. 18, 2016; eff. Sept. 7, 2016.
Amended: F. Mar. 30, 2017; eff. Apr. 19, 2017.
Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.

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

(1) **RESPONSIBILITIES OF CHARTER AUTHORIZERS.**

(a) RESPONSIBILITIES OF LOCAL BOARDS OF EDUCATION. Local boards of education ("local boards") shall provide control and management of local charter schools and charter systems, pursuant to O.C.G.A. § 20-2-2065(b)(2) and State Board of Education Rule 160-4-9-.06.

1. This control and management shall include the following responsibilities for local charter schools:

(i) Pre-Charter award or charter renewal:

(I) Review and act on local charter school petitions;

(ii) Post-Charter award or charter renewal:

(I) Monitor a new local charter school's pre-operational period for timely implementation of ready-to-open benchmarks related to facilities, school personnel, enrollment procedures, curriculum and instruction, operations and fiscal management, and governance. In the event the charter school governing board does not meet the ready-to-open benchmarks, the local board may postpone the school's opening by up to one year. An assurance to the Department by the local district of a new school having achieved ready-to-open status is required before the new school may open.

(II) Enforce clear expectations for, and ensure achievement of, performance goals set forth in the charters;

(III) Ensure that local charter schools are fiscally sound and operating in accordance with Generally Accepted Government Auditing Standards, including annually reviewing budgets and reviewing working papers as needed;

(IV) Ensure that charter schools comply with Governmental Accounting Standards Board (GASB) Statements and Interpretations, which constitute Generally Accepted Accounting Principles (GAAP) for financial reporting.

(V) Ensure that local charter schools submit required financial information in accordance with the policies and deadlines established by the local school system for inclusion in the system's annual Financial Review Report (DE046) to the Georgia Department of Education;

(VI) Ensure that local charter schools comply with the accountability provision of O.C.G.A. § 20-14-30*et seq.* and federal accountability requirements;

(VII) Evaluate a local charter school's performance annually in relation to the expectations and goals set forth in the charter using the Department's Performance Framework or an alternate approach approved by the Department and take appropriate action based on this evaluation;

(VIII) Coordinate with the State Board of Education and the Department in monitoring and supporting any local charter schools identified as turnaround eligible schools pursuant to O.C.G.A. § 20-14-45.

(IX) Develop termination processes that:

I. Provide the charter school governing board with timely notification of the prospect of and reasons for termination of a charter;

II. Allow the charter school governing board a reasonable amount of time to prepare a response;

III. Allow for a public hearing;

IV. Require the local school system to submit documentation and to produce witnesses at the public hearing who can testify to the reasons for termination;

V. Provide the charter school governing board with an opportunity to submit documents, produce witnesses, and give testimony challenging the reasons given for termination and to argue for continuation of the charter at a public meeting held for that purpose;

VI. Allow the charter school governing board to be represented by its own counsel, to call witnesses on its behalf, and to confront witnesses, and challenge documents, statements or reports against continuation of the charter;

VII. After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter school governing board and the State Board of Education. Such final determination must clearly articulate the reasons for the final decision;

VIII. Ensure the charter school maintains custody of active student records if the school's charter authorization is terminated by the local board of education and transferred to the State Charter Schools Commission pursuant to O.C.G.A. § 20-2-2063.3.

(IX) Allow local charter schools to exercise substantial autonomy over decisions affecting the school. The nonprofit governing board of a charter school shall have authority to make personnel decisions, including selection of the principal or school leader; financial decisions and resource allocation decisions, including establishing the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs; selection of a curriculum and accompanying instructional materials; establishment and monitoring of the achievement of school improvement goals, including approval of the school improvement plan and oversight of its implementation; and operations that are consistent with school improvement goals. The local board shall only override decisions of a conversion charter school's governing board in those areas where the local board has constitutional authority and has a reasonable belief that a decision will be substantially detrimental to students;

(X) Allow a charter school that has passed the Department of Education facility inspection and holds a valid certificate of occupancy to occupy its building and ensure that no other licensure to operate the school, including, but not limited to, a business license, professional license, or occupational tax certificate is required; provided, however, that any for profit vendor of the charter school shall be subject to any applicable local requirements relating to doing business in this state. Charter schools shall be subject to all applicable

zoning, planning, and building permitting requirements when constructing or renovating a facility;

(XI) Provide to the charter school, for inclusion in the locally approved charter petition, the base per-pupil amount that it will receive upon execution of the contract as long as the school system receives state and local revenues upon which the approved school budget is based;

(XII) Distribute applicable federal, state, and local funding to local charter schools in a timely manner and in accordance with law; ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for monitoring the use of federal funds;

(XIII) Ensure that the requirements of the Individuals with Disabilities Education Act (IDEA) are met. The local board(s) must have a plan to ensure that the local school system shall:

I. Serve students with disabilities attending the local charter school in the same manner as it serves all other students with disabilities in its other local schools. Nothing in this section shall prevent a local board(s) from providing services to students with disabilities at a central location, if that is standard practice for students with disabilities from other schools in the local school system.

II. Provide funds to local charter schools on the same basis as it provides funds to its other local schools, including proportional distribution based on relative enrollment of children with disabilities.

III. Ensure that individuals employed as special education teachers in local charter schools have a bachelor's degree and are either certified in special education or hold a special education license.

IV. Ensure that the requirements of all other applicable federal laws are met.

(XIV) Develop policies to provide for an expedited review process for high quality charter school renewal, expansion, and replication; and

(XV) Publish annually the name and address of each unused facility located in the school district that it governs.

2. At a minimum, this control and management shall include the following responsibilities for charter systems:

(i) Pre-Charter:

(I) Review and act on charter system petitions;

(ii) Post-Charter:

(I) Enforce clear expectations for, and ensure achievement of, performance goals set forth in the charter;

(II) Ensure that all system charter schools comply with the accountability provision of O.C.G.A. § 20-14-30*et seq.* and federal accountability requirements;

(III) Allow system charter schools to exercise school level governance over decisions affecting the school, as provided for in the contract. A Local School Governing Team at system charter school shall have authority to make personnel decisions, including recommending the principal or school leader for selection by the local board of education; financial decisions and resource allocation decisions, including having input into the final recommendations for a system charter school's budget and input as to the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs; input into the selection of a curriculum and accompanying instructional materials; establishment and monitoring of the achievement of school improvement goals, including approval of the school improvement plan and oversight of its implementation; and school operations decisions, including input into any school operations that are consistent with school improvement and charter goals. The local board of education ultimately retains constitutional authority;

(IV) Distribute applicable federal, state, and local funding to system charter schools in a timely manner and in accordance with law; ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for monitoring the use of federal funds;

(V) Ensure that the requirements of the Individuals with Disabilities Education Act (IDEA) are met and that individuals employed as special education teachers in system charter schools have a bachelor's degree and are either certified in special education or hold a special education license; and

(VI) Ensure that the requirements of all other applicable federal laws are met.

3. ANNUAL REPORTING

(i) Each authorizer that oversees a local charter school or has received a charter petition shall submit to the State Board of Education and post on its website an annual report including the following:

(I) The authorizer's strategic vision for chartering and progress towards achieving that vision.

(II) The academic performance of all operating public charter schools overseen by the authorizer, according to the performance expectations set forth in the charter, for inclusion in the annual report to the General Assembly pursuant to O.C.G.A. § 20-2-2070.

(III) The financial performance of all operating public charter schools overseen by the authorizer, according to the performance expectations set forth in the charter, for inclusion in the annual report to the General Assembly pursuant to O.C.G.A. § 20-2-2070.

(IV) The status of all public charter school applications, including applications (A) pending review; (B) approved, and, for each, the date on which the school will open or did open; and (C) denied, and, for each, the reasons for the denial.

(V) All public charter schools that have closed within the past year, and, for each, the reason for closure.

(VI) The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer's itemized operating costs and expenses associated with providing its authorizer functions.

(ii) Each authorizer that provides oversight of a charter school shall include in its annual report a written confirmation that it has not in the preceding year required a commercial contract with any public charter school board under its oversight.

(b) RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION. The State Board of Education shall have the following supervisory duties pursuant to O.C.G.A. § 20-2-2063:

1. Review and act on local charter school petitions and charter system petitions;

2. Review State Charter Schools Commission decisions in accordance with O. C.G.A. § 20-2-2083(a)(1) and take action, as appropriate;

3. Ensure the provision of technical assistance to local school systems in successfully administering their responsibilities as described in (1) above;

4. Ensure that each charter school uses the Department's template to submit an annual report that outlines the previous year's progress no later than November 1 of each year. The report shall contain, but is not limited to:

(i) An indication of progress toward the goals as included in the charter;

(ii) Academic data for the previous year, including state academic accountability data, such as standardized test scores and other such progress data;

(iii) Updated contact information for the governing board and the administrator;

(iv) Audit report or unaudited financial statements;

(v) Proof of current Georgia nonprofit status;

(vi) Proof of compliance with State Board of Education Governing Board training requirements for Charter Schools as outlined in State Board of Education Rule 160-4-9-.06 and in Part 4 below.

(vii) Any other supplemental information that the charter school chooses to include or that the state board requests, that demonstrates that school's success.

5. Ensure that the Department monitors charter schools and charter systems in the second and fourth year of the charter term.

   (i) For purposes of this section, monitoring may include an on-site visit, a telephone audit, or a desk audit.

   (ii) Based on its findings and/or observations, the Department may place the school or system on probation in accordance with Part 3 below or provide feedback, as needed.

6. Ensure that each charter system submits an annual report outlining the previous year's progress no later than November 1 of each year. The report shall contain, but is not limited to:

   (i) An indication of progress toward the goals as included in the charter;

   (ii) Academic data for the previous year, including state academic accountability data, such as standardized test scores and other such progress data;

   (iii) Updated contact information for the system, including the name and contact information of an employee of the charter system that can facilitate communications between the Charter Schools Division and the chairpersons of the Local School Governing Teams.

   (iv) Proof of compliance with State Board of Education Governing Board training requirements for Charter Systems as outlined in State Board of Education rule 160-4-9-.07;

   (v) A description of the actual authority exercised by Local School Governance Teams with regard to each component of school level governance;

   (vi) A description of any plans to increase school level governance in the future;

(vii) An itemization of initiatives being supported by the added QBE dollars for charter systems and a description of how those funds have promoted school level governance or improved student achievement; and

(viii) Any other supplemental information that the charter system chooses to include or that the state board requests, that demonstrates that system's success.

7. Ensure the provision of technical assistance to petitioners submitting planning, implementation, facilities grants, new and renewal charter petitions, petition renewal applications, and any other programs authorized by applicable law.

8. Create and maintain a strategic plan and policy for the state's charter schools program.

9. Ensure that the Department manages any applicable federal grant awarded to the state for use by the state's charter schools.

10. Ensure that the Department annually evaluates charter schools and charter systems using a Performance Framework for assessing academic, financial, and operational performance at the school and system-level.

11. Jointly establish with the State Charter Schools Commission a code of principles and standards of charter school authorizing to guide local boards of education, the State Board, and the State Charter Schools Commission in meeting high-quality authorizing practices pursuant to O.C.G.A. § 20-2-2063.3. The State Board of Education shall provide for or approve training for its staff and local board of education members on this code of principles and standards of charter school authorizers.

12. Provide for the annual review of local boards of education by an independent party for adherence to the principles and standards of charter school authorizing practices adopted by the State Board of Education pursuant to O.C.G.A. § 20-2-2063.3. This review shall detail the participation of the local board of education in training on the principles and standards of charter school authorizers.

13. Ensure that the Department annually assigns authorizers to one of four categories, and that the Department develops definitions for the categories (first time authorizer, exemplary authorizer, adequate authorizer, and authorizer needs improvement).

14. Ensure that the Department provides focused technical assistance to those authorizers not in the exemplary category, including, but not limited to, assistance in the review of decisions made by those authorizers in their oversight of local charter schools and charter systems such as charter petition denials, non-renewals, and terminations.

15. Provide an annual report on the status of the state's charter school program to the General Assembly, pursuant to O.C.G.A. § 20-2-2070.

(2) **CHARTER SCHOOL OPERATIONS**

(a) CHARTER SCHOOL EMPLOYMENT. For start-up charter schools, teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The individual with the highest authority in school administration may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the charter school. For start-up and conversion charter schools, non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, or maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain responsible and accountable for all operations, compliance, and performance of any and all selected contractors.

(b) CHARTER SCHOOL OPENING. A new local charter school must timely implement all of ready-to-open benchmarks related to facilities, school personnel, enrollment procedures, curriculum and instruction, operations and fiscal management, and governance before it will be permitted to open. In the event the charter school governing board does not meet the ready-to-open benchmarks, the local board may postpone the school's opening by up to one year. An assurance to the Department by the local district of a new school having achieved ready-to-open status is required before the new school may open.

(c) CHARTER SCHOOL FACILITY EXPANSION. A charter school shall not add or expand facilities during the term of its charter contract without prior written approval from the Georgia Department of Education. A charter school adding or expanding facilities during its charter term shall adhere to all facility site and building approval requirements. Charter schools utilizing multiple sites or facilities must comply with all open enrollment requirements provided in rule and law.

(d) CHARTER SCHOOL TEACHER/LEADER EVALUATIONS. All charter schools shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210. Each charter school shall employ at least two individuals credentialed to administer the teacher evaluation system. Each

charter school shall employ or have on its governing board at least two individuals credentialed to administer the leader evaluation system. An individual becomes credentialed in the performance evaluation system by successfully completing the training provided by the Georgia Department of Education. No charter school may delegate the evaluation of its school leader or other employees to any individual or entity that is not employed by the charter school or is a member of its governing board.

1. Charter schools shall have the flexibility to implement a tiered teacher evaluation system and to define the measures needed to fulfill the requirements of the teacher and leader evaluations pursuant to State Board rule 160-5-1-.37 and O.C.G.A § 20-2-210, including:

   (i) For teachers of record who teach courses that are subject to annual state assessments aligned with state standards, define any additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and observations, and standards of practice that shall count for 20 percent of the evaluation.

   (ii) For teachers of record who teach courses that are not subject to annual state assessments aligned with state standards, define any:

      (I) Student growth indicators, including the school or local school system total score on the annual state assessments that shall count for 30 percent of the evaluation; and

      (II) Additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and observations, and standards of practice that shall count for 20 percent of the evaluation.

   (iii) For principals and assistant principals, define the combination of achievement gap closure, Beat the Odds, and College and Career Readiness Performance Index data that shall count for 20 percent of the evaluation; and

   (iv) Implement a tiered evaluation system, in which reduced observations of certain teachers of record may be conducted to provide additional time for evaluators to coach and mentor new teachers and teachers with a performance rating of 'Needs Development' or 'Ineffective' pursuant to paragraph (4) of O.C.G.A § 20-2-210.

(e) CHARTER SCHOOL PUBLIC RECORDS. Charter school governing boards shall maintain its adopted policies, budgets, meeting schedule, meeting agendas, and meeting minutes, and shall make such documents available for public

inspection pursuant to the Georgia Open Records Act, O.C.G.A. § 50-18-70*et seq*. A charter school shall utilize an online school website and ensure that the following information, at a minimum, is available on the website:

1. Governing Board membership.

2. Governing Board and committee meeting calendar.

3. Meeting agendas for upcoming Governing Board and committee meetings.

4. Meeting minutes for past Governing Board and committee meetings unless the Georgia Open Meetings Act, O.C.G.A. § 50-14-1, limits their publication. Minutes shall be available on the charter school's website within ten (10) business days after Governing Board approval and for the duration of the charter.

5. Procedure for contacting the charter school's Governing Board and most senior school administrator.

6. Any admissions application utilized by the charter school and notification of enrollment and admissions procedures, including the date, time, and location of any upcoming enrollment lottery.

7. A summary or line item version of the proposed and adopted annual operating budget pursuant to O.C.G.A. § 20-2-167.1.

8. The school's monthly financial statements.

9. A link to the school's financial efficiency ratings published by and found on the Governor's Office of Student Achievement's website, and a link to the local school system's financial information published by and found on the Department's website in accordance with O.C.G.A. § 20-14-46(d).

10. The school's Charter Contract.

(3) **CHARTER SCHOOL FUNDING**

(a) CHARTER SCHOOL FUNDING CALCULATIONS. Charter school funding calculations shall be pursuant to the following:

1. A local charter school shall be eligible for federal, state, and local funds pursuant to O.C.G.A. § 20-2-2068.1 and § 20-2-2090, as appropriate.

2. For the purpose of local charter schools, the Department shall determine the allotment of state funds and federal funds for the LEA in which the charter school is physically located, pursuant to O.C.G.A. § 20-2-2068.1, or to the

local board(s) stipulated as the fiscal agent in the charter. For state charter schools, the school shall serve as its own fiscal agent.

3. Pursuant to O.C.G.A. § 20-2-2068.1(a) the local board(s) and the State Board of Education shall treat a local charter school no less favorably than other local schools located within the applicable local system unless otherwise provided by law, including with respect to the provision of funds for instruction, school administration, transportation, food services and where feasible, building programs. Funds for transportation and food service shall be provided in accordance with the Local Units of Administration (LUA) Manual. A local charter school may request the Department to order mediation if it believes the local board(s) is treating the charter school less favorably than other local schools.

4. Pursuant to O.C.G.A. § 20-2-2068.1(c), the local board(s) shall calculate and distribute the funding for the start-up charter school on the basis of its actual or projected enrollment in the current school year according to an enrollment count procedure or projection method outlined in the terms of the charter. This shall include funding on the basis of its actual or projected enrollment in the current school year in the charter school's first year of operation and in any year that the charter school significantly expands its enrollment as defined in State Board of Education Rule 160-4-9-.04. The local school system shall distribute to each local charter school the proportionate amount of federal funds for which the school is eligible under each federal program; provided, however, that these funds may be provided through the provision of in-kind services to the school by the school system upon agreement between the parties.

5. Pursuant to O.C.G.A. § 20-2-2068.1(c.3), the local board(s) shall publish in a prominent location on its website the calculation of earnings to each local charter school made in accordance with subsections (a), (b), and (c) of the Code section, including federal funds received by each local charter school.

(b) CHARTER SCHOOL FACILITIES FUNDS. Charter school facilities funds shall be awarded pursuant to O.C.G.A. § 20-2-2068.2. In each year in which charter school facilities funds are appropriated by the General Assembly for charter school facilities, the State Board of Education shall allocate the funds among eligible charter schools pursuant to accompanying grant Guidance.

(c) CHARTER SCHOOL CAPITAL FINANCING. In each year in which charter school capital financing funds are appropriated by the General Assembly pursuant to O.C.G.A § 20-2-2095*et. seq.*, the State Board of Education shall establish a grant program in the form of matching funds for qualified charter school contributions, pursuant to accompanying grant guidance.

1. The State Board of Education shall determine the maximum amount of matching funds authorized for each dollar of funds donated to a qualified charter school organization for any single charter school project. In so doing, the State Board of Education shall take into account local revenue, special-purpose local-option sales tax (SPLOST) and bond funding and shall view such local revenue and funding favorably in determining the amount of grant funds to authorize.

2. The matching grant funds shall apply to any eligible funds donated to a qualified charter school organization within the three (3) year period immediately preceding an appropriation by the General Assembly.

(d) CHARTER SCHOOL GRANTS. Charter school competitive grant applicants shall adhere to all application requirements and related timelines. Applicants should consult the Department's website http://www.gadoe.org for additional information and applications. In order to qualify for any charter school grant, applicants must meet all eligibility requirements. The Department shall have the right to determine eligibility for all grants and to adjust grant application procedures. Applications that do not meet eligibility requirements shall not be considered. All charter school grants shall be administered according to procedures outlined in the grant application.

(e) CHARTER SCHOOL ANNUAL OPERATING BUDGET. Pursuant to O.C.G.A. § 20-2-167.1, charter school governing boards, except for college and career academy governing boards, shall hold at least two (2) public meetings to provide an opportunity for public input on its proposed annual operating budget before adopting it. A summary or line-item version of the proposed budget shall be posted on a publicly available area of the board's website prior to the meetings. The public meetings shall not occur within the same week. Any other public meeting or hearing held that is related to the budget shall satisfy all or a portion of this requirement.

1. A summary or line item version of the adopted annual operating budget shall be posted and maintained on a publicly available area of the governing board's website until the annual operating budget for the next fiscal year is adopted by the board.

2. Upon request, a governing board shall provide, at no cost, an electronic copy of the line item version of the adopted annual operating budget in a suitable format within three (3) business days of such request. If the governing board elects to post a summary of the adopted budget, this summary shall give notice of the right to request an electronic copy of the line item version of the adopted budget.

(f) CHARTER SCHOOL OUTSTANDING DEBTS. If a local charter school is not renewed or is terminated, the nonprofit governing board shall be responsible for all outstanding debts of that school. The State Board of Education shall not be liable for any debts of the school in the event that the charter is not renewed or is terminated. A local school system shall not assume the debt from any contract for services made between the governing body of the charter school and a third party, unless otherwise agreed in writing.

(4) **MANAGEMENT OF CHARTER CONTRACTS.**

(a) EXECUTION OF CHARTER CONTRACTS. Approved nonprofit governing boards for charter schools or local boards of education for charter systems shall return a fully executed charter contract to the Department within sixty (60) days of receipt.

(b) CHARTER TRAINING. Charter schools and systems shall attend any required training. At the authorizer's discretion, charter schools and systems may be required to attend any additional training that the authorizer deems necessary and proper for the successful operation of the charter school or system.

(c) AMENDING A CHARTER CONTRACT. Pursuant to O.C.G.A. § 20-2-2067.1, the terms of a charter contract may be amended as follows:

1. The contract for a local charter school may be amended during the term of the charter upon the approval of the local board(s), State Board of Education, and the charter school governing board. Additional information and instructions for requesting an amendment may be found on the Department's website. All amendments must comply with requirements as established by the Department.

   (i) Amendment requests that originate with the charter school governing board shall be submitted to the local board(s). The local board(s) shall, by a majority vote, approve or deny the proposed amendment no later than sixty (60) days after the local board(s) request is received, unless the local board(s) and the charter school governing board agree to extend the amendment review beyond sixty (60) days.

   (ii) Amendment requests that originate with the local school board shall be submitted to the charter school governing board. The charter school governing board shall, by a majority vote, approve or deny the proposed amendment no later than sixty (60) days after the request is received unless the charter school governing board and the local board(s) agree to extend the amendment review beyond sixty (60) days.

(I) If the local board(s) and the charter school governing board agree to the amendment, the charter school shall forward the amendment to the Department for State Board of Education action.

(II) If the local board(s) and the charter school governing board do not agree to the amendment, the State Board of Education may recommend mediation upon the agreement of both the local board(s) and the charter school governing board. If mediation is unsuccessful, the charter continues in its unamended form.

(iii) For amendment requests that originate with the State Board of Education, the Department shall notify the charter school governing board and the local board(s) of the State Board's request to amend the charter.

(I) The charter school governing board and the local board(s) shall each, by a majority vote, approve or deny the proposed amendment no later than sixty (60) days after the request is received unless they agree to extend the review beyond sixty (60) days.

(II) If the local board(s) and the charter school governing board agree to the amendment, the charter school shall forward the approval to the Department for State Board of Education action.

(III) If the local board(s) and/or the charter school governing board do not agree to the amendment, the Department may recommend mediation upon the agreement of the local board(s) and the charter school governing board.

(IV) If mediation is unsuccessful, the charter continues in its un-amended form.

2. The contract for a charter system may be amended during the term of the charter upon the approval of the local board and the State Board of Education. Additional information and instructions for requesting an amendment may be found on the Department's website. All amendments must comply with requirements as established by the Department.

3. All charter contracts are subject to applicable federal and state laws, rules, and regulations and shall be deemed amended to reflect applicable changes to these laws upon the effective date of any such change.

(d) PLACING A CHARTER ON PROBATIONARY STATUS

1. The Department or the local board(s) of education may place a charter school or charter system on probation if it has reason to believe that any of the following have occurred or is imminent:

   (i) A failure to comply with any recommendation or direction of the state board with respect to O.C.G.A. § 20-14-41;

   (ii) A failure to adhere to any material term of the charter, including but not limited to the performance goals set forth in the charter;

   (iii) A failure to meet generally accepted government accounting standards;

   (iv) A violation of applicable federal, state, or local laws or court orders;

   (v) The existence of substantial evidence that the continued operation of the charter school or charter system could be contrary to the best interest of the students or the community; or

   (vi) A failure to comply with any provisions of O.C.G.A. § 20-2-2065;

   (vii) For charter schools, the governing board has demonstrated an inability to provide effective leadership to oversee the operation of the charter school; and

   (viii) For charter systems, the local board of education has demonstrated an inability to provide effective leadership to oversee the operation of the charter system.

   (ix) A failure to disclose material information regarding violations or potential violations of any material term of the charter or applicable federal, state, or local laws or court orders.

   (x) A failure to meet one or more of the academic, financial, and operational standards given in the Department's Performance Framework.

   (xi) For charter schools, the school is identified as a turnaround eligible school as defined in O.C.G.A. § 20-14-45.

(xii) For charter systems, one-half or more of its system charter schools are identified as turnaround eligible schools as defined in O.C.G.A. § 20-14-45 for five or more consecutive years.

(xiii) Any other reason that would lead to the eventual termination of the charter if not resolved.

2. In the event that a charter school or charter system is placed on probation, the following shall apply:

   (i) The Department and/or the local board of education shall provide written notice to the charter school or charter system of the reasons for such placement, not later than five days after the placement;

   (ii) No later than thirty (30) days after the date of such placement, the charter school or charter system shall file with the Department and the local board of education a corrective action plan that addresses the reasons outlined for the probation and timeline for remedying those issues;

   (iii) The Department may approve the corrective action plan as submitted or impose any additional terms of probation on the school or system that it deems necessary;

   (iv) The charter school or charter system shall implement the Department-approved corrective action plan;

   (v) During the term of probation, the Department may require the school or system to file interim reports concerning any matter deemed relevant to the probationary status of the school or system, including financial reports or statements.

   (vi) The Department may amend the length of the probation based on the status of the interim reports.

3. A charter school or charter system may be taken off probation upon fulfilling the terms of its corrective action plan and upon the Department's determination that the conditions which precipitated the probation no longer exist and that no new conditions exist which would necessitate probationary status.

4. In the event that the charter school or charter system does not file or implement the approved corrective action plan within the required time period, or does not comply with the terms within the required time period,

the State Board of Education or local board(s), as applicable, may move to terminate the charter.

5. No charter school on probation may enroll new students without the consent of the Department.

(e) TERMINATING A CHARTER.

1. Pursuant to O.C.G.A § 20-2-2068, the State Board of Education may terminate a local charter school if requested by a majority of parents or guardians of enrolled students *or* a majority of the faculty and instructional staff employed at the charter school; if requested by the charter school governing board; if requested by the local board(s); or upon determination by the State Board of Education by its own audit or other means.

   (i) If requested by a majority of parents or guardians of enrolled students *or* a majority of the faculty and instructional staff employed at the charter school:

      (I) The group requesting the termination, must, within thirty (30) days of the public meeting held pursuant to O.C.G.A. § 20-2-2068(a)(1)(A) or (B), submit a petition for termination to the State Board of Education, with a copy to the local board(s), which shall include the following:

         I. A written statement detailing the reasons for termination pursuant to O.C.G.A. § 20-2-2068(a)(2)(A)-(G), including supporting documentation;

         II. Documentation showing that a public meeting and vote were held in accordance with the requirements of O.C.G.A. § 20-2-2068(a)(1)(A) or (B);

         III. A copy of the minutes of the public meeting where the termination request was voted upon;

         IV. A written statement signed by a member of the group requesting termination. The statement shall specify that an identical copy of the materials has also been provided to the appropriate officials at the charter school. Appropriate officials shall include, at a minimum, the principal of the school, the president of the governing board, and the superintendent of the local board(s) of education that serves as the fiscal agent for the charter school; and

V. Any other pertinent information.

(II) The charter school governing board and local board(s) shall have thirty (30) days from receipt of the petition for termination to provide the State Board of Education with a written response to the petition.

(III) Upon receipt of the above records, and if requested by the charter school governing board or the local board(s) within thirty (30) days of such receipt, the State Board of Education may conduct a hearing prior to rendering a decision. If no such request is made within thirty (30) days of the State Board of Education's receipt of these records, all parties waive their right to a hearing and the State Board of Education may vote based upon information submitted by the parties or the State Board of Education may decide to hold a hearing prior to taking a vote.

(IV) If the State Board of Education votes to sustain the charter, it may consider the termination request and supporting documentation as a factor in its renewal decision.

(ii) For termination requests originating with the charter school governing board:

(I) The governing board must file a petition for termination with both the local board(s) and the State Board of Education within thirty (30) days of the vote to request termination.

(II) The petition for termination shall include:

I. A succinct statement of the reasons for the termination request;

II. The record of the vote taken by the charter school governing board.

(III) Upon receipt of the above records, and if requested by the local board(s) or the State Board of Education within thirty (30) days of such receipt, the State Board of Education may conduct a hearing prior to rendering a decision. If no such request is made within thirty (30) days of the State Board of

Education's receipt of these records, all parties waive their right to a hearing and the State Board of Education may vote based upon information submitted by the parties or the State Board of Education may decide to hold a hearing prior to taking a vote.

(IV) If the State Board of Education votes to sustain the charter, it may consider the termination request and supporting documentation as a factor in its renewal decision.

(iii) For termination requests originating with the local board(s):

(I) Upon determining the existence of any ground for termination pursuant to O.C.G.A. § 20-2-2068(a)(2), the local board(s) shall provide appropriate notice of proposed termination to the charter school governing board as well as an opportunity for a hearing, if applicable, on the proposed termination in accordance with the policies established pursuant to (1)(a)(2)(v) of this Rule. If the local board(s) decides to move forward with termination, it must file a petition for termination with the State Board of Education within thirty (30) days of the determination.

(II) The request shall include a succinct statement of the reasons for the termination request, the transcript of the public hearing, including witness testimony to support its reasons for termination, other evidence as applicable, and the record of the vote taken by the local board(s) of education to terminate the charter;

(III) The local board(s) shall send a copy of all of the above to the charter school governing board at the same time as such documents are filed with the State Board of Education.

(IV) The State Board of Education shall treat all requests for termination from the local board(s) in accordance with O.C.G.A. § 20-2-1160.

I. The State Board of Education shall uphold the decision of the local board(s) if it finds sufficient evidence to sustain the decision.

II. The State Board of Education shall render a final written decision and shall notify the parties accordingly.

(iv) For termination requests initiated by the State Board of Education:

(I) The State Board of Education shall notify the charter school and the local board(s) of its intention to convene a hearing for the purpose of determining whether the charter school is in violation of a provision of O.C.G.A. § 20-2-2068(a)(2). The notification shall include the specific provisions of O.C.G.A. § 20-2-2068(a)(2) that the charter school is alleged to have violated and shall contain all information contained in O.C.G.A. § 50-13-13(a)(2).

I. If after receiving the notification, the charter school decides to surrender its charter contract instead of proceeding with the termination process, the governing board of the charter school shall provide to the State Board of Education a record of the vote taken by the governing board approving the surrender.

(II) The charter school and the local board(s) shall have thirty (30) days from the date of State Board of Education notification to submit one of the following to the State Board of Education:

I. A written response that addresses each of the allegations set forth in the notice and waives its right to a hearing by requesting the State Board of Education render a decision based on the written record; or

II. A written response that addresses each of the allegations set forth in the notice and requests the State Board of Education schedule a hearing to render a decision.

(III) If the charter school chooses to respond to the notice but waives its right to a hearing by requesting the State Board of Education render a decision based on the written record, the local board(s) and the Georgia Department of Education

shall have ten (10) days to reply to the charter school's response and raise any objections to the hearing waiver request. If no objections are raised and the State Board of Education renders a decision on the written record, the decision shall be based upon:

(1) the State Board of Education's notice to convene a hearing for the purpose of charter termination,

(2) the school's response,

(3) any response by the local board of education,

(4) any reply of the Georgia Department of Education or local board of education to the school's request to waive the hearing, and

(5) any evidence contained therein noticed as proof by the State Board of Education. If objections are raised, the State Board of Education shall take those objections into consideration and determine whether the hearing should be waived.

(IV) If the charter school provides a written response that addresses each of the allegations set forth in the notice and requests the State Board of Education schedule a hearing to render a decision, the State Board of Education or designated hearing officer shall conduct a hearing and render a decision.

(V) If the hearing is conducted by a designated hearing officer, the hearing officer shall make a recommendation to the State Board of Education for consideration prior to the State Board rendering a decision.

(VI) If the charter school requests an expedited hearing, it shall notify the State Board of Education in writing within the 30-day response period. The local board(s) and the Georgia Department of Education shall have five (5) days to reply to the charter school's request and raise any objections to the expedited hearing. If the expedited hearing request is approved, the State Board of Education shall schedule a hearing and, if necessary, set a timeline for the charter

school's submittal of a substantive response to the notice and a rebuttal by the local board(s) of education and the Georgia Department of Education.

(VII) If the charter school does not respond within the 30-day time period, then it waives it right to a hearing. The State Board of Education may render a decision as permitted under O.C.G.A. § 20-2-2068(a)(2).

2. Pursuant to O.C.G.A § 20-2-2068, the State Board of Education may terminate a charter system charter contract if requested by the local school governing team of a system charter school; if requested by the local board; or by determination by the State Board of Education by its own audit or other means.

   (i) For termination requests originating with the local school governing team of a system charter school:

      (I) A petition to terminate a system charter must be submitted in writing by the local school governing team of a system charter school to the State Board of Education and to the local board of the charter system.

      (II) The local board of the charter system shall have thirty (30) days from receipt of the petition for termination to provide a written response to the State Board of Education.

      (III) Upon receipt of the petition for termination and following the thirty (30) day period for the charter system's response and at the request of an interested party, the State Board of Education shall conduct a hearing and determine whether the system charter shall be terminated. If no such request is made, the parties waive their right to a hearing and the State Board of Education shall vote based upon information submitted by the parties.

      (IV) Nothing contained herein shall prevent the State Board of Education from proposing an amendment to the system charter to address the concerns raised by the request for termination.

   (ii) For termination requests originating with the local board:

(I) The local board must file a petition for termination with the each system charter school's local school governing board and the State Board of Education within thirty (30) days of the vote to request termination.

(II) The petition for termination shall include:

I. A succinct statement of the reasons for the termination request; and

II. The record of the vote taken by local board

(III) Upon receipt of the above records, and if requested by the State Board of Education within thirty (30) days of such receipt, the State Board of Education may conduct a hearing prior to rendering a decision. If no such request is made within thirty (30) days of the State Board of Education's receipt of these records, the local board waives their right to a hearing and the State Board of Education may vote based upon information submitted by the parties.

(IV) If the State Board of Education votes to sustain the charter, it may consider the termination request and supporting documentation as a factor in its renewal decision.

(iii) For termination requests originating with the State Board of Education:

(I) The State Board of Education shall notify the local board of its intention to convene a hearing for the purposes of determining whether the charter system is in violation of a provision of O.C.G.A. § 20-2-2068(a)(2). The notification shall include the specific provisions of O.C.G.A. § 20-2-2068(a)(2) that the charter system is alleged to have violated and shall contain all information contained in O.C.G.A. § 50-13-13(a)(2).

(II) The local board of the charter system shall have thirty (30) days from the date of State Board of Education notification to file a response.

(III) After the thirty (30) day period for receiving a response has elapsed, the State Board of Education may conduct a

hearing and render a decision in accordance with the policies established pursuant to this Rule.

3. In cases where the physical and/or mental health, safety, or welfare of students or staff of a charter school is in danger or where the charter school has experienced financial irregularities, any party to the charter or the State Board of Education may make an emergency termination request. The State Board of Education, through a regular or called meeting, may temporarily suspend the operations of the charter school until a termination hearing can be conducted. Depending on the nature of the danger or financial irregularity, the State Board of Education may request that the local board(s) assign the charter school students to another public school or take over operations of the charter school.

4. Upon termination of the charter for a local charter school, all assets of the terminated charter school purchased using state or federal grant funds, and all unencumbered state or federal grant funds awarded by the State Board of Education, shall revert to the local district and shall not be used by the school or its nonprofit governing board to satisfy liabilities.

5. Upon termination of the charter for a state charter schools, all assets of the terminated charter school remaining after liabilities have been satisfied shall revert to the SCSC for redistribution to other charter schools. This excludes assets purchased with or unencumbered funds derived from state or federal grants awarded by the State Board of Education, which shall revert to the Department and shall not be used by the school or its nonprofit governing board to satisfy liabilities.

6. Once a decision is made to terminate or not renew a charter, the charter school and the local board(s) shall notify affected charter school students and parents/guardians of the impending charter school closing and their public school choice options no later than one week after the decision is made to terminate or not renew the charter.

7. Pursuant to O.C.G.A. § 20-2-2063.3, in cases where a charter school authorized by a local board of education that fails to meet the principles and standards of charter school authorizing on the local board's annual evaluation for two consecutive years, the charter school may petition to transfer its charter authorization to the State Charter Schools Commission. If the State Charter Schools Commission approves the transfer of a petitioning charter school to its jurisdiction, the local board of education shall terminate the existing charter pursuant to the terms of the charter. The charter school

shall maintain custody of its active student records during and upon completion of the transition.

(5) **GOVERNANCE TRAINING.** Pursuant to O.C.G.A. § 20-2-2072, the members of the governing board of each charter school shall participate in initial training for boards of newly approved local charter schools and annual training thereafter.

(a) TRAINING REQUIREMENTS.

1. New members of charter school governing boards and members of newly approved charter schools shall participate, at a minimum, in fifteen (15) hours of training within one (1) year of taking office. Board members with a break in service of more than one calendar year shall be considered new board members for training purposes. The training shall consist of the following minimum requirements:

   (i) Three (3) hours of training on best practices on charter school governance; the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations.

   (ii) Three (3) hours of Charter School Finance and Budgeting Training on all topics included in Domain VII, Standard A, of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

   (iii) Three (3) hours Financial Governance Training on all topics included in Domain VII, Standard B, of the SBOE-adopted Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards. This training must be conducted by the Department's Finance and Budget Office.

   (iv) Three (3) hours of Whole Board Governance Team Training.

   (v) Three (3) hours of training that covers topics within the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

2. Charter school governing board members with one (1) or more years of board service shall participate, as a minimum, in nine (9) hours of training annually. The training shall consist of the following minimum requirements:

   (i) Three (3) hours of Financial Governance Training on all topics included in Domain VII, Standard B, of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

This training may be conducted by any State Board of Education-approved training provider.

(ii) Three (3) hours of Whole Board Governance Team Training.

(iii) Three (3) hours of training that covers topics within the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

3. Charter School Governing Board member training must adhere to the following:

   (i) Each board member training program must include training curricula aligned with State Board of Education governance standards for charter school governing boards.

   (ii) All required board member training shall be conducted by charter school Training Providers approved by the State Board of Education unless otherwise specified in this rule.

   (iii) Charter school governing boards and individual members may also participate in additional training based on identified needs.

   (iv) The board chair shall receive training related to leadership duties of a board chair as some portion of the annual requirement.

4. Whole Board Governance Team training, at a minimum of three (3) hours, shall be conducted annually. The purpose of such training is to enhance the effectiveness of the governance team and to assess the continuing education needs of the board and school leader. The assessment of needs shall be based on the State Board-adopted standards for charter school governing boards and shall be used to plan the charter school adopted board training program.

5. The training for schools that are college and career academies shall adhere to the Standards for Effective Governance of College and Career Academies (CCA) approved by the State Board of Education in conjunction with the Technical College System of Georgia (TCSG), and shall be provided only by The Office of College and Career Transitions of TCSG unless otherwise specified in this rule.

   (i) Board members of any college and career academy governing board in the first year of implementation of the college and career academy shall participate, at a minimum, in seven (7) hours of training within

(1) year of taking office. The training shall consist of the following minimum requirements:

(I) Two (2) hours of training on the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations for a college and career academy. This training must be conducted by The Office of College and Career Transitions of TCSG.

(II) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training must be conducted by The Office of College and Career Transitions of TCSG.

(III) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(ii) New members of a college and career academy governing board shall participate, at a minimum, in seven (7) hours of training within one (1) year of taking office. Board members with a break in service of more than one calendar year shall be considered new board members for training purposes. The training shall consist of the following minimum requirements:

(I) Two (2) hours of training on the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations for a college and career academy. This training may be conducted by The Office of College and Career Transitions of TCSG or any State Board of Education-approved training provider.

(II) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training must be conducted by The Office of College and Career Transitions of TCSG.

(III) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(iii) College and career academy governing board members with one (1) or more years of board service shall participate, as a minimum, in five (5) hours of training annually. The training shall consist of the following minimum requirements:

(I) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training may be conducted by The Office of College and Career Transitions of TCSG or any State Board of Education-approved training provider.

(II) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(b) TRAINING CONTENT FOR CREDIT HOURS:

1. Training credit hours will be awarded only on approved content aligned with the State Board of Education governance standards for charter schools.

(c) TRAINING PROVIDERS

1. Training Provider Rationale: The State Board of Education has adopted "State Board of Education governance standards for charter school boards" as the basis for charter school governing board member training. The approved charter school Training Providers will conduct charter school governing board member training utilizing curricula aligned with the State Board of Education governance standards for charter school governing boards and which meet identified areas for improvement as submitted in charter school governing boards' training program.

2. Charter school Training Providers wishing to provide charter school governing board training must be approved by the State Board of Education.

To be considered for such approval, charter school Training Providers shall provide to the Department the following:

(i) Overview of the individual(s) or entity wishing to provide training.

(ii) Experience in providing charter school governing board training with references.

(iii) Instructors' qualifications.

(iv) Name(s) of training course(s).

(v) Length of training course(s).

(vi) Syllabus, which includes standard(s) to which each course is aligned.

(vii) Probable delivery method for delivery of content (whole board, large or small group, virtual, etc.).

(viii) Proposed location(s) of training course(s).

(ix) Fees (if any) to be charged for each training course.

(x) Participant evaluations of each training course.

(xi) List of charter school governing board members who participate in each training course.

(xii) Assurances that trainer will not provide training to charter school governing board members who are immediate members of the trainer's family without obtaining prior approval from the State School Superintendent or his designee. For the purpose of this assurance, immediate family members shall include a spouse, child, sibling, parent, or the spouse of a child, sibling or parent.

3. Only The Office of College and Career Transitions of TCSG may provide training to college and career academy governing boards unless otherwise specified in this rule.

4. The local school district shall not provide governing board training to charter schools under its control and management.

(d) STATE DEPARTMENT OF EDUCATION PROVISIONS

1. The Department of Education will:

(i) Receive assurance of the adopted charter school governing board training program plan.

(ii) Recommend Training Providers and courses for training credit for State Board of Education approval.

(iii) Periodically review the charter school governing board training program requirements and make recommendations for improvement.

(iv) Within three (3) months of the required assurance date of the charter school governing board training program plan publish the approved Training Providers and courses approved for training credit.

(v) Report to the State Board of Education annually on compliance with the training program requirements by members of charter school boards of education.

2. The State Board of Education shall adopt a model code of ethics for members of charter school governing boards. Such model code of ethics shall also include appropriate consequences for violation of a provision or provisions of such code. The State Board of Education may periodically adopt revisions to such model code as it deems necessary.

   (i) Within three months of adoption by the State Board of Education of a model code of ethics pursuant to subsection (4)(d)(2) of this rule, each charter school governing board shall adopt a code of ethics that includes, at a minimum, such model code of ethics. Each charter school governing board shall incorporate into its code of ethics any revisions adopted by the State Board of Education to the model code of ethics pursuant to (4)(d)(2) of this rule within three months of adoption of such revisions. Each charter school governing board member shall sign the adopted Code of Ethics.

3. The State Board of Education shall adopt a training program for members of charter school governing boards. The State Board of Education may periodically adopt revisions to such training program as it deems necessary.

   (i) Within three months of adoption by the State Board of Education of a training program pursuant to paragraph (4)(d)(3) of this rule, each charter school governing board shall adopt a training program for members of such boards that includes, at a minimum, such training program and requirements established by the State Board of Education pursuant to paragraph (4)(d)(3) of this rule. Each charter

school governing board shall incorporate any revisions adopted by the State Board of Education to the training program within three months of adoption of such revisions.

(ii) Each charter school governing board shall adopt its training program and any revisions thereto at a regularly scheduled meeting.

4. The State Board of Education shall establish a charter schools financial management certification program for charter school leaders and personnel who are responsible for the school's budget, accounting, payroll processing, purchasing, and ensuring the school's financial policies are in line with state and federal laws and best practices. The State Board of Education may periodically adopt revisions to such financial management certification program as it deems necessary.

5. No person shall be eligible to serve on a charter school governing board unless he or she:

   (i) Has read and understands, as shown by signing, the code of ethics and the conflict of interest provisions applicable to members of a charter school governing board; and

   (ii) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of the charter school governing board, and the conflict of interest provisions applicable to members of the charter school governing board. Such disclosures shall be included in the charter school's annual report to the Department.

   (iii) Charter School Governing Boards shall refer to the Department's website for additional guidance on Charter Schools Governance Training Standards, a model code of ethics, and a model conflict of interest policy.

   (iv) State charter schools shall not be subject to requirements of this paragraph, but shall adhere to the training and eligibility requirements of O.C.G.A. § 20-2-2084 and rules of the SCSC.

(e) TRAINING STANDARDS.

1. Governance. The charter school governing board is charged with acting in a manner that focuses on improving student achievement and organizational effectiveness.

(i) The governance leadership team adheres to appropriate roles and responsibilities, as defined in State Board of Education rules and guidelines.

(ii) The governance leadership team executes its duties as defined in state law and State Board of Education rules and guidelines and ethical standards, which govern its conduct.

(iii) The governing board acts as a policy-making body, separate from the roles and responsibilities authorized to the school leader.

(iv) The governance leadership team demonstrates a unified approach to governing the charter school in order to assure effective fulfillment of roles and responsibilities.

2. Strategic Planning. The governance leadership team, in collaboration with the community, adopts and enacts a planning process that results in an adopted school strategic plan designed to improve student achievement and organizational effectiveness.

   (i) The governance leadership team develops and adopts the school's strategic plan.

   (ii) Annually and as needed, utilizing the adopted strategic planning process, the governance leadership team monitors and reports progress on performance measures.

3. Board and Community Relations. In order to ensure improved student achievement and organizational effectiveness, the governing board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.

   (i) The governance leadership team develops a process for creating a culture where input is sought, heard, and valued.

   (ii) The board develops policies to ensure effective communication and engagement of all stakeholders' which support the strategic plan, desired culture and continuous improvement of the charter school.

   (iii) The governance leadership team ensures processes that develop, communicate and maintain procedures for communications by stakeholders which result in resolution of issues and concerns

supporting the strategic plan, desired culture and continuous improvement of the charter school.

4. Policy Development. The governing board adopts, revises, and follows written policies in accordance with laws and State Board of Education rules that include but are not limited to those that support improved student achievement, fiduciary responsibility, community and stakeholder engagement, organizational effectiveness, and continuous improvement.

   (i) The governing board adopts, revises, and follows written policies that are clear, up-to-date, and in compliance with the charter school's strategic plan, state and federal laws and State Board of Education rules and guidelines.

5. Board Meetings. In order to conduct official business for the purpose of improving student achievement and organizational effectiveness, the local charter school governance leadership team plans and conducts board meetings in accordance with the Open Meetings Act.

   (i) The board announces and holds meetings in accordance with the Open Meetings Act (O.C.G.A. § 50-14-1).

6. Personnel. The governing board employs, sets performance expectations for, and evaluates the work of the school leader.

   (i) The governing board employs a school leader who acts as the Chief Executive Officer of the school. The school leader shall not serve simultaneously as the chief financial officer, or its equivalent, for the charter school.

   (ii) The governing board evaluates the professional performance of the school leader.

7. Financial Governance. The governing board provides guidance to the school leader and sets sound fiscal policy so that the school is an effective steward of all resources to support student achievement and organizational effectiveness.

   (i) The governing board upon recommendation of the school leader and an opportunity for public input adopts a budget that adheres to State law provisions and is consistent with its strategic plan.

(ii) The governing board adopts policy for sound fiscal management and monitors the implementation of the budget in accordance with state laws and regulations.

8. Ethics. The governance leadership team conducts themselves, collectively and individually, in an ethical and professional manner.

(i) The governing board adheres to, adopts and practices a Code of Ethics, avoids conflicts of interest, and annually reviews ethical standards to ensure and enhance governance structure and organizational effectiveness.

(ii) State charter schools shall not be subject to requirements of this section, but shall adhere to the training and eligibility requirements of O.C.G.A. § 20-2-2084 and rules of the State Charter Schools Commission.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.06
Authority: O.C.G.A §§ 14-3-101, 20-2-880, 20-2-910, 20-2-1185, 20-2-2061 through 20-2-2074, 20-2-2080 through 20-2-2083, 20-2-2085 through 20-2-2086, 20-2-2088, 20-2-2090 through 20-2-2092, 20-2-2095.1 through 20-2-2095.5, 20-14-30 through 20-14-41, 20-2-204, 20-2-161, 20-2-164, 20-2-167.1, 50-14-1, 50-13-13, 50-18-70.
History. Original Rule entitled "Charter Authorizers, Financing and Management" adopted. F. Sep. 7, 2011; eff. Sept. 28, 2011.
Amended: New title "Charter Authorizers, Financing, Management, and Governance Training." F. Nov. 7, 2014; eff. Nov. 27, 2014.
Repealed: New Rule of same title adopted. F. Sep. 25, 2015; eff. Oct. 15, 2015.
Amended: F. Aug. 18, 2016; eff. Sept. 7, 2016.
Amended: F. Mar. 30, 2017; eff. Apr. 19, 2017.
Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.

Rule 160-4-9-.07. Charter Systems.

(1) **CHARTER SYSTEM PETITION SUBMISSION.**

(a) LETTERS OF INTENT. Letters of intent to submit a charter petition are *required* to be submitted to the Georgia Department of Education (Department) at least six (6) months prior to the date on which the petition will be submitted to the Department. The Department *recommends* that a letter of intent be submitted to the Department one (1) year prior to the date on which the petition will be submitted to the Department. After submitting a letter of intent, but prior to submitting a charter system petition, a local district may withdraw its letter of intent at any time upon written notice to the Department. At minimum, a letter of intent should include the following:

1. The name of the potential applicant;

2. Contact information for an authorized representative including phone number, mailing address and email address; and

3. The date by which the applicant plans to submit a petition.

   Petitioners should consult the District Flexibility and Charter Schools Division website for additional content and formatting requirements. Petitions not preceded by a timely and complete letter of intent may be delayed or not considered until the following petition cycle.

(b) LOCAL BOARD RESOLUTION.

1. Pursuant to O.C.G.A. § 20-2-2063.2, a local board seeking to create a charter system must adopt a resolution approving the proposed charter system petition prior to submission to the Department.

2. The resolution shall contain the following:

   (i) A statement that the Local Board of Education (LBOE) wishes to submit a charter system application to the Department for consideration by the State Board of Education (SBOE);

   (ii) A statement that indicates the LBOE seeks the broad flexibility offered by charter system status to increase student achievement; and

   (iii) A statement that indicates that the LBOE understands and promotes the maximization of school level governance if the application is approved.

(c) PUBLIC HEARINGS.

1. Pursuant to O.C.G.A. § 20-2-2063.2, a local board seeking to create a charter system must hold two public hearings prior to submission to the Department.

2. NOTICE: The local board shall provide notice of the hearings in the same manner as other legal notices of the local board. Pursuant to O.C.G.A. § 20-2-2063.2, a local board seeking to create a charter system must send notice to each principal within the local school system of the hearings. The notice shall include instructions that each school shall distribute the notice to all faculty and instructional staff members and to the parent or guardian of each student enrolled in the school.

3. Prior to submitting a petition to the Department for review by the State Board, the local board may revise the petition, upon resolution, as a result of testimony at the public hearings or for other purposes.

4. Each public hearing must include the following:

   (i) An explanation of the charter system concept, including broad flexibility and school level governance;

   (ii) An opportunity for the community to ask questions and provide feedback on any proposed charter system initiatives; and

   (iii) Engagement of business and industry stakeholders.

4. The Department encourages, *but does not require*, each system to utilize an online website to promote transparency and community engagement.

5. Where possible and as appropriate, Petitioners are encouraged to have additional community meetings to fully engage the community in the process.

(d) CHARTER PETITIONS TO THE DEPARTMENT OF EDUCATION.

1. Petitioners should consult the District Flexibility and Charter Schools Division website regularly for annual timelines, page limitations, and formatting requirements and O.C.G.A. § 20-2-2063.

2. Failure to comply with timelines or formatting requirements may delay or prohibit consideration of the petition in the current petition cycle.

(2) **CHARTER SYSTEM PETITION REVIEW PROCEDURES.**

(a) PETITION REVIEW BY DEPARMENT. The Department shall process all charter system petitions submitted to the Department and coordinate with the Charter Advisory Committee. The Department shall make recommendations to the State Board of Education on approval or denial on each charter system petition and shall specify the reasons for such recommendations. Department staff shall review all charter system petitions to ensure that the proposed charter system will comply with all applicable federal, state and local laws, including but not limited to, the Charter Schools Act [O.C.G.A. § 20-2-2060*et seq*].

1. The maximum term for both initial and renewed charter contracts approved by the State Board of Education shall be five years.

(b) APPLICANT SITE VISIT AND INTERVIEW. Petitioners shall participate in a site visit and interview with Department staff and Charter Advisory Committee (CAC) members as part of the petition review process.

1. The goal of the interview and site visit is to gauge the petitioners' overall capacity to sustain operations of a high-quality charter system with regard to academics, operations, governance and finance.

2. The site visit and interview shall demonstrate the following:

   (i) The petitioner's need for broad flexibility;

   (ii) Possible innovations and their expected impact; and

   (iii) Engagement of all stakeholders and maximization of local school level governance.

3. Representatives from stakeholder groups in the community, including but not limited to, district and school staff, local board members, parents, business and industry and other community members shall participate in the site visit and interview.

(c) NOTIFICATION OF DEFICIENCIES. After initial review by Department staff, the Department shall, in writing, notify the Petitioners of any deficiencies associated with their petition. After this notification, Petitioners may elect to:

1. Clarify or provide supplemental information;

2. Revise and resubmit the petition to the Department after securing necessary local board approval;

3. Withdraw the petition from consideration; or

4. Have the original petition submitted to the SBOE for a vote.

   Unless all material deficiencies are addressed, Department staff will submit the petition to the SBOE for a vote with a recommendation for denial.

(d) REQUIRED TRAINING. All charter systems shall develop and implement a comprehensive training program. The Department reserves the right to require petitioners to complete Department training prior to petition submission, if and when such training is developed and becomes readily available to any interested party. Any governance team member that fails to fulfill training requirements shall not be allowed to serve on the governance team.

(3) **CHARTER SYSTEM PETITION REQUIREMENTS.**

(a) CHARTER SYSTEM PETITIONS. All charter system petitions, including renewal charter system petitions shall contain the following elements:

1. STATEMENT OF NEED AND INTENT. A description of how the proposed charter system promotes the legislative intent of the charter system initiative to "increase student achievement through academic and organizational innovation," in accordance with O.C.G.A. § 20-2-2061. The statement of intent must include a description of proposed innovations and their anticipated academic or organizational impact.

2. STATEMENT REGARDING WAIVERS. A statement that the system shall utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). Systems cannot waive any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; protecting physical and/or mental health and safety of school students, employees, and visitors; conflicts of interest; unlawful conduct; any reporting requirements of O.C.G.A.§§ 20-2-133, 20-2-210, 20-2-211.1, 20-2-320, 20-2-327(c); prohibiting the exclusion of students in dual credit courses from valedictorian or salutatorian determinations pursuant to O.C.G.A. § 20-2-161.3(f)(4); virtual instruction requirements of O.C.G.A. § 20-2-167.1; or school resource officer training requirements of O.C.G.A. § 35-8-27. The statement shall include an illustrative description of the system's anticipated waivers and the innovations that each waiver will promote.

3. STATEMENT OF GOALS AND OBJECTIVES. The petition must list and describe in detail the specific performance-based goals and measurable objectives, which at a minimum shall include goals and objectives that are related to the state and federal assessment standards, measurable on at least an annual basis, attainable, and reflect the mission set forth in the petition. The petition shall demonstrate that the performance-based goals and measurable objectives will result in continuous improvement in student achievement and will comply with the Single Statewide Accountability System. Failure to meet the specific performance-based goals and measurable objectives may result in charter termination. The petition shall also include a description of the specific actions the petitioner will take to meet the performance-based goals.

4. SCHOOL LEVEL GOVERNANCE. A description of how parents, members of the community including business and industry, and teachers will be involved in school level governance. The petition shall describe the following aspects of the local school governance teams: duties, composition, how and when members shall be selected, trained, how long they shall serve, how members may be removed from office, and how members shall avoid conflicts of interests. Members of the local board and the

superintendent of the local school system are prohibited from serving on the local school governance teams, unless otherwise stipulated by the Department. Local school governance teams shall be comprised of a majority of parents and community members who are not otherwise employed by the local district. The petition shall also include a description of how the system will maximize school level governance in accordance with these Guidelines and adescription of the governing authority of each LSGT in each of the following areas: personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishment and monitoring the achievement of school improvement goals and school operations. For those decisions which are shared with other LSGTs or central office staff, the charter petition shall articulate how each LGST has input into those decisions and how that input will be taken into account prior to final decision making.

5. DISTRICT SUPPORT. A description detailing how the local district will ensure effective support of the charter system and school level governance, including, what, if any, changes it will make to its central office to ensure that the charter system and all system charter schools are properly supported.

6. COLLEGE AND CAREER ACADEMY. Any College and Career Academy (CCA) opened by or any existing CCA included in the Charter System must meet the definition of a College and Career Academy as defined in State Board Rule 160-4-9-.04, the Charter System must notify the Department and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:

   (i) If an existing CCA is included in the Charter System, then the current CCA's governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;

   (ii) Provide a Roles and Responsibilities chart between the College and Career Academy governing board, the charter system, and the CCA's higher education and business partners that includes the following:

      (I) Information on the CCA's decision making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations;

(II) Information on how the CCA will be funded by the District and other strategic partners; and

(III) Information on the services and supports to be provided to the CCA by the local district.

(iii) The district's charter system contract shall include the College and Career Academy as an Essential or Innovative Feature.

7. A local board seeking to establish a college and career academy pursuant to its charter system contract shall ensure the CCA has a governing board reflective of the school community and the partnership with decision-making authority and that governing board members complete seven (7) hours of initial and five (5) hours of annual governance training. The training shall adhere to the Standards for Effective Governance of Georgia College and Career Academies approved by the State Board of Education in conjunction with the Technical College System of Georgia (TCSG) and shall be provided only by The Office of College and Career Transitions of TCSG unless otherwise specified in this rule.

(i) Board members of any college and career academy governing board in the first year of implementation of the college and career academy shall participate, at a minimum, in seven (7) hours of training within (1) year of taking office. The training shall consist of the following minimum requirements:

(I) Two (2) hours of training on the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations for a college and career academy. This training must be conducted by The Office of College and Career Transitions of TCSG.

(II) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training must be conducted by The Office of College and Career Transitions of TCSG.

(III) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy

and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(ii) New members of a college and career academy governing board shall participate, at a minimum, in seven (7) hours of training within one (1) year of taking office. Board members with a break in service of more than one calendar year shall be considered new board members for training purposes. The training shall consist of the following minimum requirements:

(I) Two (2) hours of training on the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations for a college and career academy. This training may be conducted by The Office of College and Career Transitions of TCSG or any State Board of Education-approved training provider.

(II) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training must be conducted by The Office of College and Career Transitions of TCSG.

(III) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(iii) College and career academy governing board members with one (1) or more years of board service shall participate, as a minimum, in five (5) hours of training annually. The training shall consist of the following minimum requirements:

(I) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training may be conducted by The Office of College and Career Transitions of TCSG or any State Board of Education-approved training provider.

(II) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

8. ADDITIONAL INFORMATION. The petition may require additional information as necessary. Such additional information may include, but is not limited to:

   (i) The system's mission;

   (ii) The focus of the curriculum;

   (iii) Instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed; and

   (iv) A governance training timeline.

(b) RENEWAL OF CHARTER SYSTEMS. In addition to the requirements above, petitions for charter system renewal must also include data on the academic and organizational performance of the applicant during the current charter term. Renewal applicants should demonstrate whether they met, made progress toward, or did not meet their charter performance goals by utilizing the Department's Performance Framework. Applicants that demonstrate compliance with the law and Rules, in addition to meeting charter performance goals, may warrant expedited renewal at the discretion of the Department.

(c) Nothing in this Rule shall be construed to prevent the establishment of a charter school as a separate entity within an approved charter system, provided that the charter school meets all other requirements of Rule and law.

(4) **CHARTER SYSTEM ACCOUNTABILITY REQUIREMENTS.**

(a) STUDENT PERFORMANCE. All charter systems will be held accountable for student performance as outlined in the charter system contract. Student performance may be measured by the following:

1. The statewide accountability system;

2. Expected student growth; and

3. Progress toward other charter goals.

(b) FISCAL HEALTH. All charter systems will be held accountable for the fiscal targets as outlined in the charter system contract. Fiscal targets may include, but are not limited to, cash reserves and audit findings.

(c) SCHOOL CULTURE. All charter systems will be held accountable for the school culture targets as outlined in the charter system contract. School culture targets may include, but are not limited to, student absenteeism, parental satisfaction and student discipline.

(d) MAXIMIZATION OF SCHOOL LEVEL GOVERNANCE. All charter systems will be held accountable for maximizing school level governance. Local school governance teams (LSGTs) must exercise decision-making authority in each of the following categories and shall meet the minimum requirements as described below:

1. Personnel decisions - Charter systems shall develop processes to meaningfully engage LSGTs in the selection of the principal or school leader. LSGTs shall recommend the principal or school leader to the Superintendent for selection by the LBOE;

2. Financial decisions and resource allocation - LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs;

3. Curriculum and Instruction - LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract and the school's Improvement Plan;

4. Establishing and monitoring the achievement of school improvement goals - LSGTs shall approve the school improvement plan and provide oversight of its implementation; and

5. School operations - LSGTs shall have input into school operations that are consistent with school improvement and charter goals.

In addition to the minimum requirements set forth above, the LBOE may grant each LSGT additional authority above the minimum. Although constitutional authority remains with the LBOE, both the Superintendent and LBOE shall give due consideration to recommendations and input from the LSGTs. Charter systems shall create processes that allow for meaningful input from LSGTs.

(e) VIRTUAL INSTRUCTION COSTS. All charter systems that provide virtual instruction through a virtual charter school whose total student enrollment is

composed of more than five (5) percent of students who reside in another local school system will be held accountable for ensuring that ninety (90) percent of QBE funds for these students are expended on virtual instruction costs in accordance with O.C.G.A. § 20-2-167.1.

(f) ANNUAL TRAINING. All charter systems will be held accountable for providing annual training to the following:

1. LSGT members - shall be trained in the roles and responsibilities of the LSGT;

2. Principals - shall be trained on how to work with the LSGT;

3. LBOE members - shall be trained on what it means to be a charter system and the maximization of school-level governance;

4. Essential central office staff - shall be trained on the role of central office in supporting the charter system and empowering LSGTs; and

5. Superintendent - shall be trained on what it means to be a charter system, the maximization of school-level governance, and relationship management between principals, LSGTs and the LBOE.

(g) ANNUAL OPERATING BUDGET. Pursuant to O.C.G.A. § 20-2-167.1, the LBOE shall hold at least two (2) public meetings to provide an opportunity for public input on its proposed annual operating budget before adopting it. A summary or line-item version of the proposed budget shall be posted on a publicly available area of the LBOE's website prior to the meetings. The public meetings shall not occur within the same week. Any other public meeting or hearing held that is related to the budget shall satisfy all or a portion of this requirement.

1. A summary or line item version of the adopted annual operating budget shall be posted and maintained on a publicly available area of the LBOE's website until the annual operating budget for the next fiscal year is adopted by the LBOE.

2. Upon request, the LBOE shall provide, at no cost, an electronic copy of the line item version of the adopted annual operating budget in a suitable format within three (3) business days of such request. If the LBOE elects to post a summary of the adopted budget, this summary shall give notice of the right to request an electronic copy of the line item version of the adopted budget.

(h) FINANCIAL INFORMATION. Pursuant to O.C.G.A. § 20-14-46(c), charter systems shall post in a prominent location on its website a link to where the financial information listed in subsections (a), (b), and (c)(1) through (c)(5) of the

Code section can be found. This financial information includes the charter system's annual budget, personnel report, audits, and audit findings.

(i) ANNUAL REPORT. All charter systems shall submit an Annual Report no later than November 1 each year. The Department shall establish timelines, formatting requirements and other requirements annually in accordance with O.C.G.A. § 20-2-2067.1.

(j) MANAGEMENT OF CHARTER SYSTEM CONTRACT.

1. Pursuant to O.C.G.A. § 20-14-45, the terms of a charter system contract may be amended for the purpose of agreeing to receive assistance for system charter schools identified as turnaround eligible schools as defined in the Code section.

2. If a local board of education does not sign an amendment within 60 days or declines to sign an amendment, the State Board of Education shall, within 60 days, either implement one or more of the interventions specified in O.C.G.A. § 20-14-41(a)(6) for the school(s) identified as turnaround eligible, or terminate the charter system contract as allowed by the contract terms.

(k) All charter systems will be held accountable for compliance with any other requirements as described in law or the charter contract.

(5) **TEACHER EVALUATION.**

(a) Charter systems shall have the flexibility to implement a tiered teacher evaluation system and to define the measures needed to fulfill the requirements of the teacher and leader evaluations pursuant to state board rule 160-5-1-.37 and O.C.G.A § 20-2-210, including:

(i) For teachers of record who teach courses that are subject to annual state assessments aligned with state standards, define any additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and observations, and standards of practice that shall count for 20 percent of the evaluation.

(ii) For teachers of record who teach courses that are not subject to annual state assessments aligned with state standards, define any:

(I) Student growth indicators, including the school or local school system total score on the annual state assessments that shall count for 30 percent of the evaluation; and

(II) Additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and

observations, and standards of practice that shall count for 20 percent of the evaluation;

(iii) For principals and assistant principals, define the combination of achievement gap closure, Beat the Odds, and College and Career Readiness Performance Index data that shall count for 20 percent of the evaluation; and

(iv) Implement a tiered evaluation system, in which reduced observations of certain teachers of record may be conducted to provide additional time for evaluators to coach and mentor new teachers and teachers with a performance rating of 'Needs Development' or 'Ineffective' pursuant to paragraph (4) of O.C.G.A § 20-2-210.

(6) **CHARTER ADVISORY COMMITTEE ROLE.**

(a) CHARTER POLICY. The Charter Advisory Committee may make recommendations on charter policy. Recommendations shall be approved by a majority vote of the Committee and shall be forwarded to the Department in writing.

(b) PETITION REVIEW. The Committee shall participate in the charter petition review process as applicable. At their discretion, the Department shall organize opportunities for the Committee to participate and provide feedback.

(c) RECOMMENDATIONS ON CHARTER APPLICATIONS. The Committee shall make a recommendation of approval or denial of each charter system applicant. Recommendations shall be approved by a majority vote of the Committee and shall be forwarded to the Department in writing.

(d) CONSULTANTS. From time to time and in cooperation with the Department, the Committee may contract through the Department with consultants to provide support to both potential and approved charter systems.

Cite as Ga. Comp. R. & Regs. R. 160-4-9-.07
Authority: O.C.G.A. §§ 20-2-161 through 20-2-2063.2; 20-2-2065; 20-2-240; 20-2-2081.
History. Original Rule entitled "Charter Systems" adopted. F. Nov. 7, 2014; eff. Nov. 27, 2014.
Repealed: New Rule of same title adopted. F. Sep. 25, 2015; eff. Oct. 15, 2015.
Amended: F. Aug. 18, 2016; eff. Sept. 7, 2016.
Amended: F. Mar. 30, 2017; eff. Apr. 19, 2017.
Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.

Subject 160-4-10. VOCATIONAL EVALUATION.

Rule 160-4-10-.01. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-4-10-.01

Rule 160-4-10-.02. Vocational On-Site Program Review.

(1) **Purpose.** All vocational programs funded under the Carl D. Perkins Vocational and Technology Education Amendment of 1998, Public Law 105-332 shall be reviewed at least once every five years for the purpose of program improvement.

(2) **Requirements.**

(a) When a review occurs, a local unit of administration shall:

1. Conduct a self-assessment prior to the arrival of the review team.
2. Prepare documentation based on the evaluation instruments for the review team.
3. Prepare an improvement plan that addresses the recommendations of the review team.
4. Report once a year on the progress made towards implementing the improvement plan.

(b) The local unit of administration shall recommend to the Department of Education staff to serve on review teams.

(c) The vocational program review can be conducted jointly with the Southern Association of Colleges and Schools evaluation of schools.

Cite as Ga. Comp. R. & Regs. R. 160-4-10-.02
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Vocational On-Site Program Evaluation" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. May 16, 1996; eff. June 5, 1996.
Amended: Rule retitled "Vocational On-Site Program Review". F. Feb. 15, 2002; eff. Mar. 7, 2002.

Rule 160-4-10-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-4-10-.03
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Vocational Management Information System" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. May 16, 1996; eff. June 5, 1996.

Repealed: F. Feb. 15, 2002; eff. Mar. 7, 2002.

Chapter 160-5. .

Subject 160-5-1. REGIONAL EDUCATIONAL SERVICES.

Rule 160-5-1-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.01
Authority: O.C.G.A. Sec. 20-2-168.
History. Original Rule entitled "School Year" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Aug. 19, 1991; eff. Sept. 9, 1991.
Amended: F. Mar. 16, 1994; eff. Apr. 5, 1994.
Amended: F. Feb. 19, 1997; eff. Mar. 11, 1997.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.
Repealed: F. Oct. 14, 2010; eff. Nov. 3, 2010.

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

(1) **DEFINITIONS.**

(a) **Dual enrollment** - a program through which high school students take courses from a state public or private postsecondary institution while still enrolled as a high school student and receive credit both at the high school and at the postsecondary institution.

(b) **Fifth-year senior** - a student enrolled in high school for the fifth year to satisfy the credit unit requirement to graduation.

(c) **Full-time equivalency (FTE) count day** - the dates specified by the State Board of Education (SBOE) for recording FTE, a student count consisting of six state-funded segments per student authorized under O.C.G.A. § 20-2-161.

(d) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(e) **Instructional time** - all portions of the school day when instruction or instruction-related activities based on state approved courses are provided or coordinated by a certified teacher or substitute teacher. Instructional activities may further be defined by locally developed educational objectives but shall not include any activity expressly excluded from instructional time by this rule.

(f) **Joint enrollment program** - a program through which high school students take courses at a state public or private postsecondary institution while still enrolled as a high school student and receive credit only at the postsecondary institution.

(g) **Local Board of Education (LBOE)** - agency charged with adopting policies to govern educational entities within the local educational agency.

(h) **Local Educational Agency (LEA)** - local school system pursuant to LBOE control and management.

(i) **School day** - the period of time in which K-12 students are required to be present at school as approved by the LBOE.

(j) **School year for students** - a minimum of 180 school days or its equivalent.

(2) **REQUIREMENTS.**

(a) The LBOE shall establish and approve the school day and school year for students in grades K-12 at a regularly scheduled LBOE meeting.

1. For Grades K-12, the LBOE shall schedule the school year for students as a minimum of 180 school days or its equivalent.

   (i) LEAs not operating the minimum school year for students shall receive a prorated reduction of state funds.

2. For Grades K-12, the LBOE shall schedule a school day that must, at a minimum, satisfy the following instructional time requirements:

   (i) Any grade K - 3 shall have not less than a daily average of 4 ½ hours (270 minutes) of instructional time based on the 180-day school year.

   (ii) Any grade 4 - 5 shall have not less than a daily average of 5 hours (300 minutes) of instructional time based on the 180-day school year.

   (iii) Any grade 6 - 12 shall have not less than a daily average of 5 ½ hours (330 minutes) of instructional time based on the 180-day school year.

(b) The LBOE shall notify parents of its adopted number of instructional minutes for Grades K-12 in a manner consistent with established district communication procedures.

(c) A LBOE may, without the necessity of authorization from the SBOE, elect not to complete, as make-up days, up to four additional days otherwise needed which are the result of days when school was closed due to emergency, disaster, act of God,

civil disturbance, or shortage of vital or critical material, supplies, or fuel as provided in O.C.G.A. § 20-2-168(c)(3).

(d) The LBOE may provide for the closure of its schools on November 11 of each year to enable students, teachers, and administrators to participate in Veterans Day programs to honor veterans of the armed forces.

(e) The LBOE shall adhere to all SBOE rules governing graduation and awarding units of credit requirements for graduation.

(f) The LBOE shall adhere to the minimum hours of instruction in academic classes for middle school programs as established in SBOE Rule 160-4-2-.05 MIDDLE SCHOOL PROGRAM CRITERIA and O.C.G.A. § 20-2-290.

(g) A maximum of ten clock hours of early dismissal time, per school year for parent-teacher conferences may be counted as instructional time.

(i) Testing, counseling, and health screenings are deemed to be instructional activities.

(ii) Educational field trips which relate directly to standards are deemed to be instructional activities.

(iii) Rest periods, recesses, breaks, class change time, and lunch periods are not considered to be instructional time.

(h) Only days in which students are present for at least half of the instructional time required at each grade level shall be counted as a school day in the school year.

(i) The LEA may alter the school day daily schedule for students in Grades K-12 consistent with the LBOE policy.

1. Students identified as fifth year seniors are exempt from required daily average instructional time.

2. The LEA may exempt from required daily average instructional time by a hardship waiver as specified in LBOE policy, students in grades 9-12 who are older than mandatory attendance age.

3. Students enrolled in dual or joint enrollment programs, or both, are exempt from required average instructional time.

(j) In grades K-12 student time away from classes shall be limited to 10 school days per year for school sponsored non-instructional activities.

1. The LBOE may authorize additional time away from classes for school sponsored non-instructional activities by adopting a policy that:

(i) Establishes clear circumstances under which the LBOE will consider and approve additional student activities not included in instructional time.

(ii) Provides for an explanation of how such additional activities not included in instructional time will be academically and instructionally beneficial to students.

(iii) Implements a procedure for maintaining documentation of individual student absences in accordance with state and local policies.

(k) The FTE count shall be taken in accordance with provisions in SBOE Rule 160-5-1-.07 Student Data Collection regardless of a school's daily schedule on FTE count days.

(l) The LBOE shall adopt policies and procedures identifying the minimum work day for all employees.

(i) Beyond the school year for students, the LBOE shall adopt policies and procedures identifying the number of days to be utilized for professional learning for all employees.

(m) The LEA shall submit an annual school calendar to the GaDOE in accordance with GaDOE guidelines no later than May 31st.

1. The LBOE approving a school calendar containing less than 180 school days shall also submit the number of daily instructional minutes that the schools in the LEA will follow.

2. Amendments made to an LEA's calendar after May 31st must be submitted to GaDOE no later than 30 days after LBOE approval.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.02
Authority: O.C.G.A. Secs. 20-2-151, 20-2-160, 20-2-161.1, 20-2-165, 20-2-168, 20-2-168(c), 20-2-240.
History. Original Rule entitled "School Day for Students" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Jan. 22, 1993; eff. Feb. 11, 1993.
Amended: F. June 3, 1997; eff. June 23, 1997.
Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.
Repealed: New Rule entitled "School Day and School Year for Students and Employees" adopted. F. Oct. 14, 2010; eff. Nov. 3, 2010.

Rule 160-5-1-.03. Identification and Reporting of Schools.

(1) **PURPOSE**. The purpose of this rule is to define the term school and special entity for reporting purposes and assigning facility code numbers.

(2) **DEFINITIONS**.

(a) **School -** a building or group of buildings that has

1. A full-time principal,
2. A media center or access to a media center on a contiguous site;
3. Housing for students who are reported for the purpose of earning FTE-based QBE or state education funds;
4. A facility code issued by the Department;
5. An accountability determination or is participating in data collection for a future accountability determination in compliance with current state and/or federal accountability requirements;
6. A school council pursuant to O.C.G.A. § 20-2-86; and
7. A school report card or is participating in data collection for the development of a future report card pursuant to O.C.G.A. § 20-14-34;

(b) **Special entity -** an educational facility other than a school that houses students for all or part of the instructional day and does not report students for the purpose of earning FTE-based QBE funds. For the purposes of this rule the following shall be considered as special entities:

1. Adult Education Programs that are designed to provide educational and dropout prevention services to students who have dropped out of school or are on the verge of dropping out of school;
2. Alternative Education Programs that do not meet the definition of school pursuant to State Board of Education Rule 160-5-1-.03 Identification and Reporting of Schools;
3. Evening Education Programs that provide educational services to students for part of the instructional day;
4. Head Start;
5. Pre-kindergarten;
6. Georgia Network for Educational and Therapeutic Support (GNETS) Satellite;

7. Georgia Network for Educational and Therapeutic Support (GNETS) Center;

8. Special Education Center; and

9. Special Entity Charter School.

(3) **REQUIREMENTS.**

(a) By August 15 of each year, school systems shall verify to the department all schools and special entities that they will operate that year.

(b) Each school system, school and special entity shall be identified by a code assigned by the department that shall not be changed without the approval of the state school superintendent or designee.

(c) All school/special entity-based data reported to the department shall be by the assigned codes.

(d) FTE for special entities shall be reported at the student's home school or the school where the student would be assigned if the student being served is a non-resident student of the school system where the special entity is located. Accountability determinations for students served by special entities shall be included in the home school's or home school system's accountability determinations as set forth in the *State of Georgia Consolidated State Application Accountability Workbook.*

(e) A local school system shall request a change in school/special entity codes under the following conditions.

1. A new building is constructed either on a new site or replacing a school on an existing site.

2. A change in grade organization takes place in a school such that the primary mission of the school has changed; for example, grade levels change from 9-12 to 6-8.

(f) A local school system shall request that school/special entity code numbers be retired when

1. The school/special entity no longer houses students for public education purposes,

2. The school/special entity ceases to operate,

3. The school/special entity is consolidated or merged with another school/special entity, or

4. The school/special entity is destroyed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.03
Authority: O.C.G.A. §§ 20-2-86; 20-2-160; 20-2-186(a); 20-2-282(d); 20-14-34.
History. Original Rule entitled "Identification and Reporting of Schools" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 16, 1999; eff. Apr. 5, 1999.
Amended: F. May 24, 2000; eff. June 13, 2000.
Amended: F. July 12, 2004; eff. August 1, 2004.
Amended: F. May 4, 2017; eff. May 24, 2017.

Rule 160-5-1-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.04
Authority: O.C.G.A Secs. 20-2-182(f), 20-2-850, 20-2-851, 20-2-852, 20-2-853, 20-2-870, 20-2-1110, 20-2-1111, 20-2-1112, 20-2-1190, 20-2-1191, 34-1-3, 38-2-279.
History. Original Rule entitled "Leaves and Absences" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed F. Jul. 19, 1996; eff. Aug. 8, 1996.

Rule 160-5-1-.05. Substitute Teachers.

(1) Definitions.

(a) Substitute teacher - an individual employed to serve in the absence of the regularly employed teacher. The term substitute teacher also applies to a person temporarily employed to teach a class that does not have a regular teacher.

(b) Substitute teacher list - a prioritized list based on qualifications of persons approved by the local unit of administration or its designee to serve as substitute teachers.

(2) Requirements.

(a) Each local unit of administration shall maintain and employ from a substitute teacher list.

(b) Priority shall be given to persons with the highest qualifications as determined by the Professional Standards Commission.

(c) A substitute teacher having qualifications lower on the priority list may be employed if that person has performed effectively on previous occasions and/or has the appropriate in-field expertise.

(d) Any classroom teacher absence or vacancy that lasts 46 or more consecutive days in a school year shall be filled with a certified in-field teacher, except in situations where longer periods of time are required by state or federal law.

(e) Substitute teachers who hold only a high school diploma or GED certificate shall not work in any one classroom more than 10 consecutive school days.

(f) School leadership personnel shall ensure that instructional leadership and classroom management are maintained by the substitute to assure minimal interruption of student progress.

(g) All substitute teachers employed by the system have received appropriate training as prescribed by the Professional Standards Commission.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.05
Authority: O.C.G.A. Secs. 20-2-216, 20-2-240.
History. Original Rule entitled "Substitute Teachers" adopted F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.

Rule 160-5-1-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.06
Authority: O.C.G.A. Sec. 20-2-168(c).
History. Original Rule entitled "Employee Work" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Oct. 14, 2010; eff. Nov. 3, 2010.

Rule 160-5-1-.07. Student and Staff Data Collections.

(1) **DEFINITIONS.**

(a) **Certification -** the process whereby a local school district superintendent officially attests to the fact that data his or her school district has submitted to the Department is accurate.

(b) **Data Reporting -** the process by which local school districts submit, validate, verify and certify student and staff data.

(c) **Georgia Testing Identifier (GTID) -** a unique, unchangeable, random ten digit number containing neither leading or trailing zeroes, nor three or more contiguous

numbers that are the same, (ex. 111, 2222, etc.) assigned on a permanent basis to each student enrolled in a publicly funded K-12 Georgia school or program.

(2) **REQUIREMENTS.**

(a) Local school systems shall report all student and staff information in accordance with the guidelines and timelines as published by the Georgia Department of Education (GaDOE) and posted on the department's website.

(b) Local school systems must certify their data by the annual deadline set by the GaDOE unless the GaDOE has approved a district extension request.

(c) A local school district may request an extension of the certification deadline only in the case of an unforeseen or emergency situation. A request to extend the deadline must be made in writing as specified by the GaDOE.

(d) Local school systems shall maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

(e) A student who is not in attendance on the first day of school but was expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts.

(f) All new student-level data elements must be posted for public comment for 60 days.

(g) Georgia Testing Identifier.

1. Each student enrolling or enrolled in a publicly funded K-12 Georgia school or program shall be assigned a Georgia Testing Identifier (GTID). The GTID assigned to a student is the student's unique identifier that shall not change. Students can only be assigned one GTID.

2. The department shall provide, to each local school system, an electronic data system for the creation, tracking and maintenance of the GTID.

3. Local school systems shall accurately record the GTID on all state assessment answer documents whether this is accomplished through a pre-printed label, manually bubbled in by hand, or other GaDOE approved method.

4. The GTID shall be the primary student identifier for all reports and files submitted to the GaDOE, including all state assessments, programs and funding activities as well as federal programs and funding activities unless specifically exempted by the GaDOE.

5. All local boards of education shall include the GTID on all transcript records whether electronic or in print.

6. All local boards of education shall require student GTIDs be printed on student report cards.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.07
Authority: O.C.G.A. §§ 20-2-160; 20-2-182; 20-2-320; 20-2-664; 20-2-665; 20-2-697; 20-2-740.
History. Original Rule entitled "Pupil Enrollment and Attendance for FTE Purposes: Data Collection" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: New Rule, same title, adopted. F. June 27, 1991; eff. July 17, 1991.
Amended: F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. Apr. 22, 1994; eff. May 12, 1994.
Amended: F. Jan. 16, 1997; eff. Feb. 5, 1997.
Amended: F. Mar. 16, 1999; eff. Apr. 5, 1999.
Amended: Rule retitled "Student Data Collection". F. Sept. 15, 2000; eff. Oct. 5, 2000.
Amended: F. June 10, 2005; eff. June 30, 2005.
Amended: F. Aug. 13, 2009; eff. Sept. 2, 2009.
Amended: New title "Student and Staff Data Collections." F. July 20, 2017; eff. August 9, 2017.

Rule 160-5-1-.08. Class Size.

(1) **DEFINITIONS.**

(a) **Areas of Exceptionality** - Areas of exceptionality with maximum class sizes are as follows.

1. S/L: Speech-Language Impairment
2. D/HH: Deaf/Hard of Hearing
3. LD: Specific Learning Disability
4. EBD: Emotional and Behavioral Disorder
5. MID: Mild Intellectual Disability
6. SID: Severe Intellectual Disability
7. MOID: Moderate Intellectual Disability
8. OI: Orthopedic Impairment
9. PID: Profound Intellectual Disability

10. VI: Visual Impairment

11. DB: Deaf-Blind

12. SED: Severe, Emotional and Behavioral Disorder

13. SDD: Significant Developmental Delay

(b) **Early Intervention Program (EIP) -** Program to serve students in grades K through 5 who are at risk of not reaching or maintaining academic grade level to obtain the necessary skills to reach grade-level performance in the shortest possible time as specified in Rule 160-4-2-.17 Early Intervention Program.

(c) **Gifted Advanced Content Delivery Model -** Achievement-grouped advanced classes in academic content areas. The curriculum is differentiated in content, pacing, process-skills emphasis, and expectation of student achievement to provide challenge for gifted learners. (Examples: middle school Algebra I; Honors/AP/IB courses)

(d) **Gifted Resource Class Delivery Model -** Classes for gifted students that emphasize interdisciplinary enrichment. Although the curriculum has academic content, the instruction focuses on thinking skills, problem solving, research and communication skills, and creative productivity. (Example: Elementary Pull-Out Enrichment Class)

(e) **Individual Class Size Funding Ratio -** The number of students needed to earn state funds, calculated on the base amount, to pay for a single class in each of the QBE formula programs.

(f) **Instructional Extension -** A state-funded instructional program beyond the regular school day to address the academic needs of low-performing students.

(g) **Maximum Individual Class Size -** Maximum number of students that may be taught by a teacher in a class segment.

(h) **Physical Classroom -** The maximum class size for grades K-3 is applicable to the physical classroom. The physical classroom is the space used for the purposes of instruction to students. By way of example, to have more than twenty-one students in a K-3 classroom will require a divider, temporary or permanent. Whether the partition is temporary or permanent, the system shall obtain the approval of the fire marshal and the Facilities Division at the Georgia Department of Education.

(i) **Remedial Education Program -** An instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math as identified by Rule 160-4-5-.01 Remedial Education.

(j) **Resource Delivery Model** - Instruction for students with disabilities outside the regular classroom for three or fewer segments of the instructional day.

(k) **Self-Contained Delivery Model** - Instruction for students with disabilities in one area of exceptionality for four or more segments of the instructional day.

(2) **REQUIREMENTS.**

(a) Local boards of education and schools shall comply with maximum class sizes and schedules listed in Appendices A-F.

(b) Paraprofessionals may be used to increase class size only as provided in the appendices. Local boards of education shall ensure that state funds earned for paraprofessionals in kindergarten shall be used to provide paraprofessional services to all kindergarten classes.

(c) Local boards of education not complying with maximum class size requirements shall be subject to a loss of funding for the entire class or program that is out of compliance. A school shall not count for FTE purposes any class that exceeds the maximum class size as provided in the appendices. However, a school shall count vocational labs and remedial classes that exceed maximum class size only as regular classes, provided they do not exceed the maximum regular class size.

(d) The number of students taught by a teacher at any time after the first 15 school days of a school year may not exceed the maximum such number unless requested authorization for a specific larger number is approved by the State Board. The State Board may approve a request only in the limited circumstances where educationally justified and where an act of God or other unforeseen event led to the precipitous rise in enrollment within that system, or led to another occurrence which resulted in the local board's inability to comply with the maximum class size requirement. The State Board may approve requests for increases to maximum individual class sizes only. It shall not approve requests for increases to system average class sizes and it shall not approve requests for language arts, math, science, or social studies in grades 9-12.

(e) The maximum class size for the kindergarten and primary grades programs is defined as the number of students in a physical classroom. The maximum individual class size for all other purposes shall be defined as the maximum number of students that may be taught by a teacher in a class segment.

(f) Beginning with the 2007-2008 school year, each local board of education shall establish maximum class sizes for general education programs in mathematics, science, social studies, and language arts for grades 9 through 12 that shall not exceed the funding size by more than 39 percent (see Appendix A) and shall annually report to the state board and to each school council in its school system such class sizes established. Compliance with maximum class size requirements

for all other subjects in grades 9-12 shall be determined by the system average for applicable programs and grades. Individual class size for such programs and grades shall not exceed the applicable maximum system average by more than two students.

Appendix A

Regular and Vocational Programs

Grade(s) Subject(s)	Funding Class Size	Maximum Individual Class Size
Regular Kindergarten	15	18
Regular Kindergarten With full-time paraprofessional	15	20
Regular Grades 1-3 No Paraprofessional	17	21
Regular Grade 1-3 With full-time paraprofessional	17	21
Grades 4-5 English, Math, Science, Social Studies	23	28
Grades 6-8 English, Math, Science, Social Studies	23	28
Grades 6-8 Middle Schools - All academic classes as defined in Rule 160-4-2-.05 Middle School Program Criteria	20	28
Fine Arts K-3	NA	33
Fine Arts & Foreign Language Instructional Programs Grades 4-5	NA	33
Fine Arts & Foreign Language Instructional Programs Grades 6-8	NA	33

Grades 4-8 All others (see exceptions)	23	33
Grades 9-12 English, Math, Social Studies, Science, Foreign Language	23	32*
All other Subjects Grades 9-12	23	35
Vocational Labs	20	28
Remedial Grades 6-12 No paraprofessional	15	18
Remedial Grades 6-12 With full-time paraprofessional	15	24

*Local boards of education shall establish class size maximums for these courses which shall not exceed the funding size by more than 39 percent.

Exceptions to Maximum Class-size for Grades K-12 shall be as follows:

Course	**Maximum Individual Class Size**	
(i)	Typing/Keyboarding	35
(ii)	Instrumental Music (e.g., band)	100
(iii)	Choral Music	80
(iv)	Physical Education No paraprofessional	40
Physical Education With paraprofessional (Elementary schools)	54	
(v)	Co-op Supervision	56

*Defined as class size by full-time equivalent reporting segment.

Appendix B

Students with Disabilities

Class Group/ Exception Program	Funding Class Size	Maximum Individual Class Size * **		Exception to Maximum 2 Segments Per Day Per Teacher With Paraprofessional
Group I				
S/L-SC	8	11	15	+1
LD-SC	8	12	16	+1
Group II				
MID-SC	6.5	10	13	+1
MID-R	6.5	10	13	+1
Group III				
SID-SC	5	NA	7	+1
D/HH-SC	5	6	8	+1
S/L-R	5	7	NA	NA
BD-R	5	7	10	+1
LD-R	5	8	10	+1
BD-SC	5	8	11	+1
MOID-SC	5	NA	11	+1
OI-SC	5	NA	11	0
Group IV				
D/HH-R	3	3	4	+1
	3	3	4	+1

VI-R OI-R VI(DB)-SC PID-SC	3 3 3	4 NA NA	5 6 6	+1 +1 0
5. Group V	8	NA	NA	NA

NOTE: Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently.

NOTE: If students from different exceptionalities programs are within the same segment, the maximum class size shall be determined by the program with the smallest class size.

NOTE: Middle school and high school students served in a departmental model shall have an individual maximum class size of seven without a paraprofessional and ten with a paraprofessional, provided the number of students of any one exceptionality within the class does not exceed the individual maximum class size for that exceptionality.

EXCEPTION TO INDIVIDUAL MAXIMUM CLASS SIZE: The individual maximum class size with a paraprofessional may be increased as noted for two segments per day per teacher for the remainder of the school year. Maximum teacher/pupil ratio without a paraprofessional may not be increased. (See also Rule 160-4-7).

*No paraprofessional ** With paraprofessional

APPENDIX C

Gifted and Alternative Programs

Grade(s) Subject(s)	**Funding Class Size**	**Maximum System Average Class Size**	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

1. GIFTED		
(i) Elementary Resource (K-5)	12	17
(ii) Middle School Resource and Advanced Content (6- 8)	12	21
(iii) High School Resource and Advance Content (9 -12)	12	21

Class/Group Exception Plan	Funding Class Size	Maximum System Avg. Class Size
2. ALTERNATIVE PROGRAMS		
No paraprofessional	15	18
With full-time paraprofessional	15	24*

* The expectation is that a recommendation will be made that beginning with the 2008-2009 school year this will be reduced to 20.

APPENDIX D

English to Speakers of Other Languages (ESOL)

APPENDIX E

Early Intervention Program (EIP)

Self-Contained and Pull-out Models

Grade(s) Subject(s)	Funding Class Size	Maximum System Avg. Class Size
Kindergarten	11	14
Grades 1-3	11	14
Grades 4-5	11	14

Self-contained classes may be multi-grade level classes as long as the class size does not exceed the maximum class size.

Augmented Class Model-Kindergarten

A state certified early childhood/elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 Early Intervention Program students.

Grade(s) Subject(s)	Funding Class Size	Maximum System Avg. Class Size
Kindergarten	15	18
Kindergarten with full-time paraprofessional	15	20

A maximum of 14 EIP students may be in an augmented - class.

Augmented Class Model - Grades 1-3

A state certified early childhood/elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 Early Intervention Program students.

Grade(s) Subject(s)	**Funding Class Size**	**Maximum System Avg. Class Size**
Grades 1-3	17	21
Grades 1-3 with full- time paraprofessional	17	21

Augmented Class Model - Grades 4-5

Grade(s) Subject (s)	**Funding Class Size**	**Maximum System Avg. Class Size**
Grades 4- 5	23	30*

A maximum of 14 EIP students may be in an augmented class.

* The expectation is that a recommendation will be made that beginning with the 2008-2009 school year this will be reduced to 28.

Reduced Class Model - Kindergarten

EIP Students	Non-EIP Students	Maximum Total in Class
1	14	15
2	13	15
3	11	14
4	10	14
5	9	14
6	7	13
7	6	13
8	5	13
9	3	12
10	2	12
11	1	12

A full-time paraprofessional may be used in the kindergarten models to increase class size by 2 students. The 2 additional students may be either EIP or regular students.

Reduced Class Model - Grades 1-3 **

EIP Students	Non-EIP Students	Maximum Total in Class
1	16	17
2	14	16
3	13	16
4	12	16
5	10	15
6	8	14
7	7	14
8	5	13
9	4	13
10	2	12

Reduced Class Model - Grades 4-5 **

EIP Students	Non-EIP Students	Maximum Total in Class
1	22	23
2	20	22
3	18	21
4	16	20
5	14	19
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	1	13

** Paraprofessionals may not be used to reduce teacher/student ratio in grades 1-5.

Reading Recovery

The Reading Recovery Program may be used as a model for the Early Intervention Program.

Funding Class Size	**Maximum System Avg. Class Size**

11	14

Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

APPENDIX F

Instructional Extension

Funding Class Size	Maximum System Avg. Class Size	
After-school, Saturday, Summer, and inter - session programs	15	18

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.08
Authority: O.C.G.A. Secs. 20-2-151 to 20-2-154, 20-2-182.
History. Original Rule entitled "Class Size" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Appendix B amended. F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. Jan. 25, 1994; eff. Feb. 14, 1994.
Amended: F. Nov. 26, 1996; eff. Dec. 16, 1996.
Amended: F. July 25, 1997; eff. August 14, 1997.
Amended: F. Feb. 17, 1998; eff. Mar. 9, 1998.
Amended: F. Aug. 14, 1998; eff. Sept. 3, 1998.
Amended: F. May 20, 1999; eff. June 9, 1999.
Repealed: New Rule of same title adopted. F. June 29, 2000; eff. July 19, 2000.
Amended: F. Aug. 14, 2000; eff. Sept. 3, 2000.
Amended: F. May 21, 2001; eff. June 10, 2001.
Amended: F. July 23, 2001; eff. August 12, 2001.
Amended: F. July 23, 2003; eff. August 12, 2003.
Amended: F. July 12, 2004; eff. August 1, 2004.
Amended: F. Aug. 13, 2004; eff. Sept. 2, 2004.
Amended: F. July 15, 2005; eff. August 4, 2005.
Amended: F. Oct. 14, 2005; eff. Nov. 3, 2005.
Amended: F. July 14, 2006; eff. August 3, 2006.
Amended: F. Sept. 14, 2006; eff. Oct. 4, 2006.
Amended: F. Aug. 9, 2007; eff. Aug. 29, 2007.

Rule 160-5-1-.09. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.09
Authority: O.C.G.A. Secs. 20-2-133, 20-2-160(a), 20-2-240, 20-2-293.
History. Original Rule entitled "Nonresident Students" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-5-1-.10. Student Attendance.

(1) **DEFINITIONS.**

(a) **Foster Care Student -** a student who is in a foster home or otherwise in the foster care system under the Division of Family and Children Services of the Department of Human Services.

(b) **Student Attendance Protocol -** procedures to be used in identifying, reporting, investigating and prosecuting cases of alleged violations of O.C.G.A. § 20-2-690.1, relating to mandatory school attendance and appropriately addressing the issue with parents and guardians. The protocol shall also include recommendations for policies relating to tardiness.

(c) **Student Attendance and School Climate Committee -** a committee established, pursuant to O.C.G.A. § 20-2-690.2, by the chief judge of the superior court of each county for the purpose of ensuring coordination and cooperation among officials, agencies and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school, and to increase the percentage of students present to take tests which are required to be administered under the laws of this state, and to improve the school climate in each school.

(d) **Student Teen Election Participant (STEP) -** a program designed to permit full-time public, private, and home schooled high school students the opportunity to volunteer to work as poll officers during any primary, special, or general election according to the provisions set forth in O.C.G.A. § 21-2-92.

(e) **Truant -** any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

(2) **REQUIREMENTS.**

(a) School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

(b) Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum. Policies may require submission of appropriate documentation.

1. Personal illness or when attendance in school endangers the student's health or the health of others.

(i) Local boards of education may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is an excused absence. With proper verification a student may be eligible for hospital/homebound instruction as outlined in State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services.

2. A serious illness or death in a student's immediate family necessitating absence from school.

   (i) In the event of a serious illness in a student's immediate family, local boards of education may require students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.

3. A court order or an order by a government agency, including preinduction physical examinations for service in the armed forces, mandating absence from school.

4. The observation of religious holidays, necessitating absence from school.

5. Conditions rendering attendance impossible or hazardous to student health or safety.

6. Registering to vote or voting in a public election, which shall not exceed one day.

7. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

8. A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from:

   (i) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or

   (ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code.

9. Nothing in Sections (2)(b)7 and (2)(b)8 of this rule shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purposes.

10. Any other absence not explicitly defined herein but deemed by the local school board of education to have merit based on circumstances, which may include non-school sponsored activities that meet the requirements set forth in section (2)(g)2. of this rule.

(c) Local boards of education shall count students present when they are serving as pages of the Georgia General Assembly as set forth in O.C.G.A. § 20-2-692.

(d) A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.2.

(e) A student who successfully participates in the Student Teen Election Participant (STEP) program shall be counted as present and given full credit for the school day during which he or she served in the STEP program. No student shall be permitted to be absent from school or participate in the STEP program for more than two school days per school year.

(f) A student who participates in an activity or program sponsored by 4-H shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.3.

(g) Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.

2. Make up work for excused absences was completed satisfactorily.

(h) Local boards of education are not required to provide make-up work for unexcused absences.

(i) Nothing in this rule should be construed to encourage student absences or as an approval of excessive unexcused absences.

(j) To reduce unexcused absences, each local board of education shall adopt policies and procedures that shall include but are not limited to:

1. Requiring the school system to notify the parent, guardian or other person who has control or charge of the student when such student has five unexcused absences. The notice shall outline the penalty and consequences of such absences and that each subsequent absence shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian or other person who has charge of the student, the school system shall send written notice via certified mail with return receipt requested, or first-class mail; and

2. Prior to any action to commence judicial proceedings to impose a penalty on a parent, guardian, or other person residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested; and

3. Requiring public schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person having control or charge of such student shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child, or children. In addition, students age ten or older by September 1 shall sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local system's policy.

(k) Each local board of education shall implement a progressive discipline process and a parental involvement process for truant students before referring the students to the juvenile or other court having jurisdiction.

(l) Each local board of education shall adopt as a part of the student codes of conduct developed pursuant to O.C.G.A. § 20-2-735 a definition of truancy that contains the minimum standards established by State Board of Education Rule 160-5-1-.10 Student Attendance and a summary of possible consequences and penalties for truancy.

(m) Pursuant to O.C.G.A. § 20-2-690.2, each local school system shall participate in a student attendance and school climate committee. Independent school systems may participate in the committee in the county where the system is located. Independent school systems whose geographic area encompasses more than one county may select one of such counties in which to participate. An independent

school system that elects not to participate in the committee of the county where it is located shall request the chief judge of the superior court of a county encompassed by its geographic area to establish an independent student attendance and school climate committee.

1. The superintendent or the superintendent's designee of the local school system shall fully and actively assist in the planning, implementation, and evaluation activities of the local school system student attendance and school climate committee.

2. The superintendent, a certificated school employee, a local school board member from each public school system in the county, and a certificated school social worker from each public school system, if any are employed by the school system, shall serve on the student attendance and school climate committee.

3. Each local board of education shall consider and publicly announce its decisions regarding the recommendations of the student attendance and school climate committee.

4. Each local board of education shall report annual student attendance rates to the student attendance and school climate committee and the State Board of Education by September 1 following each school year.

5. The local school system shall be responsible for providing a copy of the written student attendance protocol to the Department by July 1, 2005, and upon any subsequent revisions or amendments.

6. The Department shall develop and disseminate exemplary model protocols that may be implemented by local boards of education.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.10
Authority: O.C.G.A. §§ 15-11-10; 15-11-67; 20-2-85; 20-2-240; 20-2-310; 20-2-690.1; 20-2-690.2; 20-2-692; 20-2-692.1; 20-2-692.2; 20-2-692.3; 20-2-693; 20-2-694; 20-2-695; 20-2-696; 20-2-697; 20-2-698; 20-2-701; 20-2-735; 20-2-736; 21-2-92.
History. Original Rule entitled "Absences and Excuses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 20, 1997; eff. Apr. 9, 1997.
Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.
Amended: F. Aug. 13, 2004; eff. Sept. 2, 2004.
Amended: F. July 14, 2006; eff. August 3, 2006.
Amended: F. Aug. 9, 2007; eff. Aug. 29, 2007.
Amended: F. October 12, 2011; eff. November 1, 2011.
Amended: F. Nov. 14, 2012; eff. Dec. 4, 2012.
Amended: F. May 7, 2015; eff. May 27, 2015.
Amended: F. Sep. 27, 2018; eff. Oct. 17, 2018.
Amended: F. Mar. 28, 2019; eff. Apr. 17, 2019.
Amended: F. Jan. 16, 2020; eff. Feb. 5, 2020.

Amended: F. Dec. 8, 2022; eff. Dec. 28, 2022.

Rule 160-5-1-.11. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.11
Authority: O.C.G.A. Secs. 16-12-22, 20-2-240.
History. Original Rule entitled "Fund-Raising By Students" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Jan. 22, 1993; eff. Feb. 11, 1993.
Repealed: F. Jul. 19, 1996; eff. Aug. 8, 1996.

Rule 160-5-1-.12. Student Fees and Charges/Required Student Equipment and Materials.

(1) **Requirements.**

(a) School systems shall provide instructional materials required to complete each state-funded course; however, school systems may require students to supply paper, pencils, crayons and pens, etc., as long as specific types or brands of materials are not required.

(b) The local board of education shall adopt a list of basic instruments and/or equipment that shall be provided equitably to all students in instrumental music programs.

(c) If a school system requires students to wear special clothing for a state-funded course, such clothing shall not be specific as to color or brand.

(d) The school system shall provide all special safety equipment or protective clothing for any course.

(e) A school system may charge fees for extracurricular activities. Such charges shall not be made a condition of participation or credit in an instructional program. Fees for extracurricular activities that may be charged to students include, but are not limited to, the following:

1. Gate admissions;

2. Student publications;

3. Graduation fees if participation is not required;

4. Activity fees;

5. Parking.

(f) Fees shall not be charged students for field trips or activities related to a state-funded course as a condition of full participation or credit in the course. Fees may be charged for a course-related enhancement or enrichment activity provided the activity is outside the school day and does not affect credit in the course.

(g) Students may be charged for replacement/repair costs due to loss or abuse of school system property.

(h) Local units of administration shall not withhold any student record because of nonpayment of fees. However, schools may withhold grade cards, diplomas, or certificates of progress until fees are paid.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.12
Authority: O.C.G.A. Secs. 20-2-133, 20-2-1013. Op. Atty. Gen. 85-35.
History. Original Rule entitled "Student Fees and Charges/Required Student Equipment and Materials" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. May 26, 1998; eff. June 15, 1998.

Rule 160-5-1-.13. Regional Educational Service Agencies.

(1) **DEFINITIONS.**

(a) **Board of control -** the governing body of the RESA, composed of the school superintendent from each member local school system, the president or highest administrator of each member post secondary institution, and a local public or regional library director appointed by the director of the Office of Public Library Services of the Board of Regents of the University System of Georgia.

(b) **Collaborative member** - the president of each public post secondary institution and the appointed director of a local public or regional library within each RESA geographic area.

(c) **Network of RESAs** - the organization that works collaboratively to develop and offer courses for certificate endorsement, approved programs, and other services.

(d) **Regional Educational Service Agency (RESA)** - an agency established to provide shared services to improve the effectiveness of educational programs and services of local school systems, including state charter schools, and to provide direct instructional programs to selected public school students.

(e) **RESA service area** - one of 18 service areas having the same boundaries as the 1972 districts approved the State Planning and Community Affairs Policy Board, with the Chattahoochee-Flint and First District RESAs each serving two service areas. All local school systems, including state charter schools, Technical College

System of Georgia institutions, and University System of Georgia institutions that are located in the designated geographical areas shall be members.

(f) **Shared services member** - the superintendent of each local school system, including state charter schools, within each RESA geographic area.

(g) **State charter school**- a public school authorized by the State Charter Schools Commission - the state-level charter school authorizer established by Georgia law.

(2) **REQUIREMENTS.**

(a) **RESA Board of Control Duties.**

1. The RESA board of control shall annually elect a chairperson and vice-chairperson from among the shared services members.

2. Each RESA director shall annually recommend to the RESA board of control all RESA staff for employment and assignment.

3. As members of the board of control, collaborative members will meet a minimum of twice a year with the shared services members for the purpose of regional planning.

4. Boards of control shall approve regional plans for improvement, determine progress, and submit an annual report in accordance with O.C.G.A. § 20-2-272(b) and (d).

5. Boards of control may delegate to shared services members the authority to conduct monthly business of the shared services of RESA.

(b) **Shared Services Member Duties.**

1. Shared services members will meet monthly to conduct the business of the shared services of RESA.

2. Shared services members shall provide services to local school systems, including state charter schools, focused on standards including assistance with analysis and planning for improvement, support for implementation, high-quality professional learning opportunities, and quality assurance in accordance with O.C.G.A. § 20-2-270.1(a)(1-7), as well as local standards.

(c) **Qualifications of Professional Staff.**

1. The RESA director shall hold a valid Georgia PAL-5 or L-5 or higher certificate in educational leadership.

2. RESA staff providing general instruction and curriculum assistance to local school system staff, including state charter schools, shall hold a valid Georgia PAL-5 or L-5 or higher certificate in educational leadership or a valid Georgia T-5 or higher certificate in the primary field in which employed.

   (i) Additional curriculum personnel shall meet the same qualifications or hold an instructional supervision endorsement to a valid Georgia T-5 or higher certificate in the subject he or she supervises.

3. Teachers providing services directly to students shall have a valid teaching certificate in the area of service.

4. Special grant programs that name categories of qualified personnel who may deliver general instruction and curriculum assistance to local school system staff, including state charter schools, shall not be limited by qualification requirements as outlined in this rule.

(d) **Goals, Objectives and Performance Measures Reporting.**

1. Each RESA shall submit annually to the department with a copy to the Education Coordinating Council beginning June 30, 2005, or as designated, a long-range regional plan for improvement for three consecutive fiscal years. The plan shall establish goals, specific objectives, and performance indicators to measure the educational efficiency and cost effectiveness of services to its member institutions according to state and locally approved standards. The plan shall include intended improvement objectives, aligned professional learning programs developed by the Network of RESAs, timetables for achieving such objectives, and the means by which performance in attaining such objectives will be assessed. Each plan must include the purposes and description of the services the RESA will provide to schools identified as low performing based on the indicators adopted under Georgia law and to other schools. It is vital that RESA services to schools meet local needs as well as be closely linked with the Department of Education's statewide system of intensive and sustained support and improvement. To this end, the RESA shall include in their annual regional plans for improvement a description of how the services they provide to schools identified as low performing will be coordinated with and made an integral part of the statewide system of intensive and sustained support and improvement.

2. Each RESA shall submit to the department by October, or as designated, an annual report which provides specific information on the actual outcomes resulting from RESA services and programs. The report shall describe how the outcomes were measured and assessed on performance in each area,

including addressing the actual benefits, i.e., positive outcomes, resulting from the RESA's activities and the costs incurred to provide such services and programs.

(e) **Funding.**

1. Subject to appropriation of funds by the Georgia General Assembly, the State Board of Education shall grant funds to operate regional educational service areas as specified in O.C.G.A. § 20-2-274, or

2. Subject to appropriation of formula funds by the Georgia General Assembly, each RESA shall receive a base grant plus an amount that reflects the following for local school systems.

   (i) Number of local school systems, including state charter schools.

   (ii) Number of schools.

   (iii) Student FTE.

   (iv) Square miles.

3. Each RESA shall match with local RESA funds any state funds on an 80/20 state/local ratio.

4. The RESA board of control shall determine the method by which each local school system's share, including state charter schools, of local funds shall be assessed.

   (i) Local school systems, including state charter schools, shall be allowed to include all fees paid for RESA services as a pro rata share of their assessment for memberships.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.13
Authority: O.C.G.A. §§ 20-2-270; 20-2-270.1; 20-2-271; 20-2-271.1; 20-2-272; 20-2-273; 20-2-274.
History. Original Rule entitled "Regional Educational Service Agencies" adopted. F. June 27, 1991; eff. July 17, 1991.
Amended: F. May 21, 1997; eff. June 10, 1997.
Amended: F. Aug. 14, 2000; eff. Sept. 3, 2000.
Amended: F. Jan. 14, 2005; eff. Feb. 3, 2005.
Amended: F. Nov. 8, 2018; eff. Nov. 28, 2018.

Rule 160-5-1-.14. Transfer of Student Records.

(1) **Definition.**

(a) **Student records** - information about students recorded or collected in any format by local school systems or individual schools that may include educational/psychological assessments, school attendance records, personal data, health information, disciplinary actions, and/or academic progress.

(2) **Requirements.**

(a) After receiving a written request for student records from a public or private school, including schools operated by the Department of Juvenile Justice, the local school system or school from which the records are requested shall mail or otherwise deliver within a period of no more than 10 calendar days a copy of all requested student records to the school system or school to which a student has transferred. Additional requirements for transfer of records of students in special education programs are specified in Rule 160-4-7 Special Education.

1. Schools and school systems shall not withhold any student record because of nonpayment of fees.

(b) Schools or school systems receiving the transferred record shall notify the parent(s)/guardian(s) of students in grades seven through 12 that the record has been received.

(c) Each school system or school from which the records are requested shall maintain copies of all student records for the minimum period of time required by the *Common Records Retention Schedules for School Systems* or the local board of education records retention plan.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.14
Authority: O.C.G.A. Secs. 20-2-240, 20-2-670, 49-4A-12, 50-18-90, 50-18-95.
History. Original Rule entitled "Transfer of Student Records" adopted. F. June 27, 1991; eff. July 17, 1991.
Amended: F. June 16, 1999; eff. July 6, 1999.

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

(1) **DEFINITIONS.**

(a) **Accredited School** - an elementary, middle, or secondary school accredited by or holding provisional status from one of the accrediting agencies identified in O.C.G.A. § 20-3-519(6)(A) or O.C.G.A. § 20-3-519(6)(B). The term does not include entities that are accredited as home study programs or non-traditional educational centers.

(b) **End-of-Course (EOC) Assessment** - Assessments administered at the completion of core high school courses specified by the State Board of Education, in accordance with O.C.G.A. § 20-2-281(f), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

(c) **Home Study Program** - an educational choice option conducted in Georgia in accordance with O.C.G.A. § 20-2-690(c) or conducted in another state in accordance with the laws applicable to that state.

(d) **Non-traditional Educational Center** - educational institutions that support home study programs or other independent learning initiatives. This term does not include alternative/non-traditional education programs operated by local boards of education.

(e) **Private School** - an educational choice option conducted in Georgia in accordance with O.C.G.A. § 20-2-690(b) or conducted in another state in accordance with the laws applicable to that state.

(f) **Subject Area Competency** - a unit of high school credit awarded to students based on subject area competency as demonstrated by a pre-defined score on state-adopted or approved assessment instruments, instead of or in combination with the completion of courses through traditional classroom instructional minutes as described in section (2)(f) of this rule.

(g) **Unit of Credit** - evidence of course completion as demonstrated by a final course grade of 70 or higher on a numerical scale; or competency-based course credit as demonstrated by a pre-defined score on state-adopted or approved assessment instruments.

(h) **Validation** - the process of verifying credits earned at another educational institution.

(2) **REQUIREMENTS.**

(a) **Applicability.**

(1) Local boards of education shall apply the requirements of this rule to all students regardless of the date in which they first entered ninth grade.

(b) **Awarding Units of Credit for Courses Taken in Georgia Public Schools**

1. Local boards of education shall award units of credit only for courses that include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the State Board of Education.

2. Local boards of education may award units of credit for courses offered in the middle grades that are based on the state-adopted curriculum for grades 9-12 approved by the State Board of Education.

3. Local boards of education shall not award units of credit for courses in which instruction is based on the state-adopted curriculum for grades K-8.

(c) **Awarding Units of Credit for Dual Enrollment Courses.**

1. Local boards of education shall award units of credit to students for high school courses taken through postsecondary institutions as described in the State Board of Education Rule 160-4-2-.34 DUAL ENROLLMENT - MOVE ON WHEN READY.

(d) **Awarding Units of Credit for Career, Technical and Agricultural Education (CTAE) courses with Embedded Academic Core Standards.**

1. Local boards of education shall award course credit for the CTAE course and course credit for the associated academic core course to students who successfully complete a course or course sequence in the CTAE program of study that includes embedded standards from an academic core subject area as adopted by the State Board of Education.

2. A student shall not earn more than three units of credit for academic core courses by completing CTAE courses that include embedded standards from an academic core subject area.

3. Units of credit earned through CTAE courses that contain embedded standards from an academic core subject area shall be awarded as outlined in the Georgia Department of Education's *Guidance for Awarding Units of Credit.*

4. Local boards of education shall administer the appropriate End of Course (EOC) assessment to a student taking a CTAE course with embedded academic core courses of an area for which an EOC assessment has been adopted unless the student has already passed such EOC assessment.

(e) **Awarding Units of Credit for Mathematics Courses for Students Receiving Special Education Services Under the Individuals with Disabilities Education Act (IDEA).**

1. In addition to other provisions of this rule, local boards of education shall award units of credit for mathematics courses that will satisfy the mathematics course requirements in State Board of Education Rule 160-4-2-

.48 to a student receiving special education services under IDEA if the student meets all of the following:

(i) Prior to the student entering the ninth grade, the student's Individualized Education Program (IEP) Team identified that the student had a disability that affected mathematics achievement.

(ii) The student successfully earns two units of credit, in accordance with this rule. The first unit of credit will be earned from one of the following: Mathematics I, GPS Algebra, CCGPS Coordinate Algebra, GSE Coordinate Algebra, or GSE Algebra I. The second unit of credit will be earned from one of the following: Mathematics II, GPS Geometry, CCGPS Analytic Geometry, GSE Analytic Geometry, or GSE Geometry.

(iii) The student successfully earns course credit, in accordance with this rule for at least two other state-approved mathematics courses, which may include, but are not limited to, Mathematics Support courses.

2. Local boards of education shall inform parents and students that students who do not complete Mathematics III, GPS Advanced Algebra, CCGPS Advanced Algebra, GSE Advanced Algebra, or GSE Algebra II may not meet the mathematics admission requirements for entry into a University System of Georgia institution or other post-secondary institution without additional coursework.

3. The IEP Team for students who receive Mathematics course credit in accordance with paragraph (2)(e) of this rule shall document that:

(i) The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by the student's pattern of performance on the state-mandated test in the area of Mathematics;

(ii) The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not successfully master the standards in Mathematics III, GPS Advanced Algebra, CCGPS Advanced Algebra, GSE Advanced Algebra, or GSE Algebra II. Additionally, the determination of the student's progress has been based on multiple measurements that are valid for the content area of mathematics and that have been collected over a period of time; and

(iii) The student has access to instruction in the state-adopted curriculum. The student's IEP includes goals that are related to mathematics, support access to the content standards, and are designed to promote the student's progress in the content area state-adopted curriculum.

(f) **Subject Area Competency to Receive Course Credit.**

1. Local boards of education shall award a unit of credit to a student when:

(i) The student successfully completes courses of study based on the state-adopted curriculum. As provided in State Board of Education Rule 160-4-2-.13 Statewide Passing Score, the student must receive at least a course grade of 70 to be eligible to receive credit for a course; or

(ii) The student successfully demonstrates subject area competency through a pre-defined score on state-adopted or approved assessment instruments as outlined in the Georgia Department of Education's *Guidance for Awarding Units of Credit.* Students may earn no more than three units of credit by demonstrating subject area competency under this paragraph.

(g) **Accepting Transfer Credit and Grades.**

1. Local boards of education shall accept student course credit earned in an accredited school. The school shall have been accredited or holding provisional status at the time the credit was earned.

(i) Local boards of education shall not substitute courses and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit shall meet criteria identified in paragraph (2)(b) of this rule and any applicable local policy.

2. Each local board of education shall adopt a policy for validating credit for courses taken at a nonaccredited schools, home study programs, and non-traditional educational centers. The policy shall include the following:

(i) Definitions consistent with this rule;

(ii) Procedures for determining whether transfer courses meet the state-adopted curriculum;

(iii) Procedures for placing transfer students in elementary and middle grades at the appropriate level and for granting units of credit for high school students;

(iv) Procedures for administering EOC assessment in accordance with the Georgia Department of Education's assessment guidelines and paragraph (2)(h) of this rule; and

(iv) At least one of the following:

(I) A probationary placement based on the student's records in prior school(s), home study programs or non-traditional educational centers and satisfactory performance of the student in a school under the authority of the local board of education for one or more grading periods; or

(II) Student performance on assessments administered by the local board of education. These assessments may be standardized or locally developed and should focus on group placement, subject area and grade level.

(h) **End of Course (EOC) Assessment Administration to Transfer Students.**

1. Local boards of education shall administer the EOC assessment to students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational center for which they receive graduation credit for one of the required EOC assessment courses. These students must take the EOC assessment regardless of the private school, home study program, or non-traditional educational center's accreditation status.

2. Local boards of education shall not require students who enroll from accredited schools to take and pass the EOC assessment to receive credit for an EOC assessment course unless the student was concurrently enrolled in a Georgia public school while taking the course at an accredited private school.

3. Local boards of education shall require students who enroll from non-accredited private schools, home study programs, or other non-traditional educational centers to take and pass the EOC assessment with a minimum of 70 grade conversion score to receive credit for the course. A student enrolling from a non-accredited school will receive one test administration opportunity to demonstrate proficiency in order to earn credit for a course that requires the EOC assessment. If the student does not pass the EOC

assessment on that administration, the local board of education shall not grant credit for that course. If the course is required to be eligible to receive a high school diploma, the student shall enroll in the course and take the EOC assessment at the completion of the course.

(i) **Military Dependents.**

1. Notwithstanding any other portion of this rule, local boards of education shall utilize O.C.G.A. § 20-17-2 to award course credit for students who are dependents of military personnel as defined by that code section.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.15
Authority: O.C.G.A. §§ 20-2-159.3; 20-2-159.4; 20-2-159.5; 20-2-240; 20-2-281; 20-2-690; 20-3-519; 20-17-2.
History. Original Rule entitled "Acceptance of Transfer Credit and/or Grades" adopted. F. Nov. 21, 1991; eff. Dec. 11, 1991.
Amended: F. Aug. 14, 1998; eff. Sept. 3, 1998.
Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.
Amended: F. Feb. 14, 2008; eff. Mar. 5, 2008.
Amended: New title "Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades." F. Apr. 9, 2013; eff. Apr. 29, 2013.
Amended: F. Sep. 22, 2016; eff. Oct. 12, 2016.
Amended: F. Nov. 4, 2021; eff. Nov. 24, 2021.

Rule 160-5-1-.16. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.16

Rule 160-5-1-.17. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.17

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

(1) Definitions.

(a) Competitive Interscholastic Activities - Any organized competition between schools that is held outside the regular instructional day. This does not include vocational clubs, academic bowls, geography bees, spelling bees, science fairs, math bowls, or specific subject area fairs.

(b) Competitive Interscholastic Athletics - A competitive interscholastic activity specifically pertaining to any organized athletic sport which shall include cheerleading.

(c) Course - any subject with a state approved course number as defined in Rule 160-4-2-.20 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9 -12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008.

(d) Full-Time - A student enrolled and attending the full six segments as defined in the Quality Basic Education Act or the equivalent thereof.

(e) Georgia High School Association - The association with which the State Board of Education has a cooperative relationship to establish statewide regulations for 9-12 interscholastic competitive activities.

(f) Local Education Agency (LEA) - local school system pursuant to local board of education control and management.

(g) Physician - a doctor of medicine or osteopathy licensed by the Georgia Composite Medical Board pursuant to Article 2, Chapter 34, Title 43 of the Official Code of Georgia Annotated.

(2) Requirements.

(a) Each local board of education shall adopt a policy regulating competitive interscholastic activities.

(b) The school principal shall regulate competitive interscholastic activities in his or her school and shall ensure that all staff members adhere to local board of education policies, and rules of the State Board of Education.

(c) A student wishing to participate in interscholastic competitive activities shall be enrolled full-time in a public school during the semester of participation.

(d) Retention of students for athletic purposes is prohibited.

(e) Middle Grades Requirements.

1. These provisions are considered as minimum standards for each LEA to abide by or surpass in its efforts to maintain the highest possible standards relative to its competitive interscholastic activities.

(i) Student Eligibility.

(I) For determining student eligibility, the grading period shall be a semester. The same period shall also be the minimum length of the ineligibility period.

(II) Students participating in competitive interscholastic activities shall pass a minimum of 70% of courses carrying credit

toward grade promotion in the semester immediately preceding participation.

I. Students initially enrolling in the first semester of the sixth grade are exempt from this requirement.

II. An exploratory course that is comprised of several multi-week courses taken during the same period of the day within the semester shall be averaged to count as one subject for eligibility purposes.

III. If more than one exploratory course is taken during a semester during two different periods of the day, then each course shall be individually calculated into the average to determine student eligibility.

(III) Student eligibility shall be determined on the first school day of a semester.

I. A maximum of two courses taken in summer school and carrying credit toward grade promotion may be counted for eligibility purposes for participation in first semester activities.

II. If a student receives an incomplete for a subject that will be used to establish eligibility, he/she may complete make-up work that will change the incomplete to a grade provided this opportunity is available to all students.

A. Make-up work must be completed within 14 school days after the start of the semester.

B. A student is ineligible until make-up work is completed and the required passing grade(s) is/are recorded in the student's permanent record.

(IV) Independent study course credit taken in summer school may not be used to gain eligibility.

(V) Summer school credits earned in non-accredited home study programs or non-accredited private schools may not be used

to gain eligibility. For summer school credits to be accepted for eligibility purposes from either private schools, or home study programs, the credits must have been earned in programs approved by an accrediting agency recognized by the State Board of Education in accordance with Rule 160-5-1-.15 ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES.

ii. Physical Examinations.

(I) All students who participate in competitive interscholastic athletics or cheerleading shall have an annual physical examination prior to participation in any tryout, practice or conditioning, whichever comes first. The physical examination form shall indicate whether the student is cleared without restriction, cleared with recommendations for further evaluation or treatment, specify whether the student is cleared for certain sports or all sports, and be signed by a physician or legally authorized designee. The physical examination form shall also include the date that the exam was performed (month, day, and year), the student's name, gender, age, and date of birth.

(iii) Special Provisions.

(I) Special education students shall meet the same eligibility requirements as regular students, except that the courses passed must be according to the student's IEP. Special Olympics or other athletic programs designed exclusively for students with disabilities are exempt.

(II) Pursuant to O.C.G.A. § 20-2-2161 local school systems shall facilitate the opportunity for transitioning children of military families' inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified. The meaning and determination of military children shall be as provided in O.C.G.A. § 20-2-2130 and O.C.G.A. § 20-2-2131.

(III) Local boards of education may allow schools within their jurisdiction to join leagues or appropriate associations for the purpose of formulating and enforcing uniform rules of eligibility and play. Nothing in this rule shall be deemed to

authorize the use of state or local tax dollars for membership in these organizations.

(3) External Relationship.

(a) The State Board of Education supports a cooperative relationship with the Georgia High School Association (GHSA) in establishing statewide regulations for 9-12 interscholastic competitive activities. A local board of education may allow a school within its jurisdiction to join GHSA; however, nothing in this rule shall be deemed to authorize the use of state or local tax dollars for membership in GHSA.

(b) The State School Superintendent or designee serves as a member of the State Executive Committee of the GHSA. Reports shall be made to the State Board of any changes in the Georgia High School Association Constitution and Bylaws.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.18
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Extracurricular Activities: No Pass/No Participate - Seasonal Practice" adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule, same title, adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Aug. 19, 1991; eff. Sept. 8, 1991.
Repealed: New Rule entitled "Competitive Interscholastic Activities in Grades 9-12; No Pass/No Participate" adopted. F. July 17, 1992; eff. August 6, 1992.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Repealed: New Rule, same title, adopted. F. Dec. 9, 1997; eff. Dec. 29, 1997.
Repealed: New Rule entitled Competitive Interscholastic Activities in Grades 6 -12 adopted. F. Nov. 4, 2009; eff. Nov. 24, 2009.
Amended: F. October 12, 2011; eff. November 1, 2011.

Rule 160-5-1-.19. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.19
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Grades 6-8: Competitive Interscholastic Activities" adopted. F. July 17, 1992; eff. August 6, 1992.
Amended: F. Dec. 9, 1997; eff. Dec. 29, 1997.
Repealed: F. Nov. 4, 2009; eff. Nov. 24, 2009.

Rule 160-5-1-.20. Gender Equity In Sports.

(1) **Definitions.**

(a) **Bona fide survey** - survey approved by the department which measures the interest of eligible students at a school to field a team in a particular athletic activity or sport and which complies with generally accepted opinion survey principles regarding neutral wording. Eligible students are those students reasonably anticipated to be enrolled at a school at the time an additional sport may be offered. The Athletic Interest Survey in Appendix A shall be considered a bona fide survey.

(b) **Interscholastic athletics** - any athletic activity or sport that involves competition between teams representing two or more schools.

(c) **Intramural athletics** - any athletic activity or sport that involves competition between teams in the same school.

(d) **Participant** - a member on the official roster of an interscholastic or intramural activity or sport who participated in team practices and was eligible for participation.

(e) **Scholarship sport** - an athletic activity or sport for which an institution in the University System of Georgia offers a full or partial scholarship, based on athletic ability.

(f) **Sports equity coordinator** - individual designated by the local school system pursuant to O.C.G.A. § 20-2-315(h).

(2) **Requirements.**

(a) **Gender Equity Policy.** Local boards of education shall adopt a policy or policies to ensure that no student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, be treated differently from another student, or otherwise be discriminated against in any interscholastic or intramural athletics offered by such local school system, and such local school system shall not provide any such athletics separately on such basis. A sample gender equity policy is included in the *Gender Equity in Sports Resource Manual.*

1. The policy shall include a procedure for accepting or rejecting all donations of services or items, including booster club support, to any athletic program.

2. Local boards of education shall annually notify its students of such policy. A sample notice is included in the *Gender Equity in Sports Resource Manual.*

(b) **Interest Survey for Intramural and Interscholastic Activities.**

1. A local school system that elects to conduct a bona fide survey, in accordance with O.C.G.A. § 20-2-315(f)(3), shall utilize the Athletic

Interest Survey in accordance with instructions in Appendix A or shall submit an alternate survey to the department for approval.

(i) If a local school system elects to submit an alternate survey for approval, it shall submit such survey at least 60 days prior to the date it intends to conduct the survey and shall provide the name and phone number of the individual who is available to respond to questions pertaining to such survey.

(ii) The results of this survey shall be valid for 24 months, unless a new bona fide survey is conducted within the 24 month period. A local school system shall conduct a bona fide survey at the request of nine students at the school, but no more frequently than once every 12 months. However, if a local board of education has a policy against offering interscholastic or intramural sports in certain grades for members of both genders, the local school system shall not be required to conduct an interest survey in those grades.

2. A local school system shall tally by gender the results of a bona fide survey to determine potential interest in various sports. A sample tally sheet is included in the *Gender Equity in Sports Resource Manual.*

(c) **Informational Meeting.** A local school system shall conduct an informational meeting if the results of the bona fide survey indicate enough potential interest in a specific sport to field a team, as determined by the local school system. The informational meeting shall be conducted so as to provide information to parents and students specific to such sport, such as length and dates of season, time required for practices and competitions, travel time to competitions, possible costs to participants, and other pertinent topics, as well as to provide feedback information to the school to gauge actual interest in such sport.

(d) **Use of Results of Interest Survey and Informational Meeting.**

1. Based on the results of the bona fide survey and the informational meeting, the local school system shall determine whether there is sufficient interest to field a team in a particular sport.

2. A local school system shall not be required to field a team at a school in a particular athletic activity or sport if:

(i) there is insufficient interest at that school to support intramural teams; or

(ii) there is insufficient interest at that school to support an interscholastic team; or

(iii) there are no interscholastic teams participating in such sport with which to compete.

3. A local school system shall sponsor an interscholastic team in a scholarship sport at a particular school if such school currently sponsors an athletic activity or sport that is similar to the scholarship sport, unless there is insufficient interest.

4. A local school system shall field a team in a particular athletic activity or sport at a school where there is sufficient interest for such a team if equal opportunities for participation in that school are not available to both genders in interscholastic or intramural athletic activities or sports based on factors listed in O.C.G.A. § 20-2-315(c) and Title IX of the Education Amendments of 1972.

   (i) If there is sufficient interest at a particular school to field teams in multiple sports for one gender, the local school system shall only be required to field such teams at that school which would ensure equal opportunities for participation at that school by each gender based on factors listed in O.C.G.A. § 20-2-315(c) and Title IX of the Education Amendments of 1972.

(e) **Compliance Report.**

1. Each local school system shall complete a School System Compliance Report on Gender Equity in Sports as included in the *Gender Equity in Sports Resource Manual* for the previous academic year regarding its compliance with O.C.G.A. § 20-2-315. Local school systems shall refer to the *Gender Equity in Sports Resource Manual* for guidance on completing the report.

2. Each local school system shall submit such report to the department by August 30 of each year.

3. If a school system does not submit the compliance reports in accordance with this section, the department's report to the General Assembly shall reflect that such system did not adhere to reporting requirements in this rule.

(f) **Records Retention.** Local school systems shall maintain all records related to compliance with this rule and O.C.G.A. § 20-2-315, including surveys, tally sheets, and complaints in accordance with state and local records retention schedules, but in no event less than five (5) years from the date of such record.

(g) **Appeals to State Board of Education.** All appeals to the State Board of Education regarding compliance of a local school system with O.C.G.A. § 20-2-315 shall be conducted in accordance with O.C.G.A. § 20-2-315 and O.C.G.A. § 20-2-1160.

APPENDIX A

Instructions for Administering and Analyzing the

Athletic Interest Survey

Georgia Department of Education

Prior to conducting a survey:

Before making copies of the survey, enter the school name and the date the survey will be administered. In addition, if the school wishes to measure level of interest in a sport which is not listed, the school may include the sport(s) in the blank labeled "Other".

To whom the survey should be administered:

Distribute the survey to all students in your school who are reasonably anticipated to be enrolled at the school when additional sports may be offered. For instance, if the survey is administered in the spring, it may be desirable to include students from feeder schools who will probably be attending the school the following year. Similarly, if the survey is administered in the spring, it would be reasonable to exclude the seniors from the survey, as all or most of these students would not be enrolled the following year. However, if the survey is administered in the fall, the seniors could be included in the survey to determine interest in athletic activities or sports that may potentially be offered in the spring.

How to administer the survey:

Remind students that they are not to put their names or any identifying information on the survey. Additionally, the students should be reminded to provide honest answers and that their participation in the survey is important, as the survey will be used to help plan athletic activities for the future. However, the students should be reminded that they will not be required to try out for a team in a sport in which they express interest if the sport is added at a later date. Students may check as many sports as they wish.

How to tally the survey responses:

Once the surveys have been collected, consider contacting your system office for assistance in analyzing the data. System-level personnel may be able to enter and analyze the data for you, particularly if they have a department or person responsible for research, evaluation, or assessment.

When reviewing the surveys, look for responses that seem unusual. For example, surveys on which students have expressed an interest in every sport, may not have been completed truthfully and carefully and may need to be eliminated from your data set. Any surveys eliminated from the data set must be retained in the school or school system's records with the rest of the survey information and must contain a written explanation attached to such survey stating why the survey was eliminated from the data set.

Separate the surveys by gender. Additionally, they may be separated by grade, if desired. Tally the results of the surveys by gender. Based on the results, determine whether there is enough potential interest in a specific sport to conduct an informational meeting. Based on the results of the bona fide survey and the informational meeting, the local school system shall determine whether there is sufficient interest to field a team in a particular sport.

How to analyze the tally results:

The school must comply with O.C.G.A. § 20-2-315 and State Board Rule 160-5-1-.20 Gender Equity in Sports when analyzing these results and determining whether an additional sport should be offered.

ATHLETIC INTEREST SURVEY

Intramural Sports

(Approved by the Georgia Department of Education pursuant to Rule 160-5-1-.20)

School _____ Date _____

1. What grade are you in this year? ? 6 ? 7 ? 8 ? 9 ? 10 ? 11 ? 12

2. What is your gender? ? Male ? Female

3. This survey will be used to help determine student interest in sports at your school and will help in planning for the future. When answering these items, please keep in mind the time required for team practice and competition. Your school may not be able to offer every sport listed, as the sports offered at your school depend upon school resources as well as student interest.

Although you will not be required to try out for a team in a sport in which you express interest if the sport is added at a later date, please indicate whether you would likely try out for the following sports, if offered at your school. You may add sports on the line marked "Other".

	INTRAMURAL SPORTS (competition with teams in the same school)
	Archery
	Baseball
	Basketball
	Cross Country
	Football
	Golf
	Gymnastics
	Riflery
	Soccer
	Softball – Fast Pitch
	Softball – Slow Pitch
	Swimming and Diving
	Tennis
	Track and Field
	Volleyball
	Weight Lifting
	Wrestling
	Other: _____
	_____

ATHLETIC INTEREST SURVEY

Interscholastic Sports

(Approved by the Georgia Department of Education pursuant to Rule 160-5-1-.20)

School _____ Date _____

1. What grade are you in this year? ? 6 ? 7 ? 8 ? 9 ? 10 ? 11 ? 12

2. What is your gender? ? Male ? Female

3. This survey will be used to help determine student interest in sports at your school and will help in planning for the future. When answering these items, please keep in mind the time required for team practice and competition. Your school may not be able to offer every sport listed, as the sports offered at your school depend upon school resources as well as student interest.

Although you will not be required to try out for a team in a sport in which you express interest if the sport is added at a later date, please indicate whether you would likely try out for the following sports, if offered at your school. You may add sports on the line marked "Other".

	INTERSCHOLASTIC SPORTS (competition with other schools)
	Baseball
	Basketball
	Competitive Cheerleading
	Cross Country
	Football
	Golf
	Gymnastics
	Riflery
	Soccer
	Softball – Fast Pitch
	Softball – Slow Pitch
	Swimming and Diving
	Tennis
	Track and Field
	Volleyball
	Wrestling
	Other: _____
	_____

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.20
Authority: O.C.G.A. Sec. 20-2-315.
History. Original Rule entitled "Gender Equity in Sports" adopted. F. Apr. 16, 2001; eff. May 6, 2001.

Rule 160-5-1-.21. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.21

Rule 160-5-1-.22. Personnel Required.

(1) **Definitions.**

(a) **Base-size school** - a school that has a minimum unweighted FTE count as follows: Grades K-5 450 Grades 6-8 624 Grades 9-12 970

(b) **Base-size school system -** a school system with a minimum unweighted FTE count of 3,300.

(c) **Combination school -** a school with any of the elementary grades, kindergarten through grade five, contiguous with one or more of the middle grades, grades six through eight; or a school with any of the middle grades, grades six through eight, contiguous with one or more of the elementary grades or contiguous with one or more of the high school grades, grades nine through 12; or a school with any of the high school grades, contiguous with one or more of the middle grades.

(d) **Initial allotment sheet -** the allotment sheet sent to the local school system each spring that informs local system personnel of the Quality Basic Education (QBE) earnings they will have for the operation of their schools the following school year.

(e) **Mid-term adjustment allotment sheet -** the allotment sheet sent to the local school system that reflects the recalculation of the total amount of QBE earnings needed for the continued operation of schools for the current fiscal year.

(f) **New school -** a school that has reported full-time equivalent program counts in the October count, has an approved new school facility code issued by the department, and has reported a principal on the October certified personnel information report under the new facility code.

(g) **School -** for 2000-2001 school year, a facility with a principal of record reported for the preceding year. Thereafter, a school is a facility that reported a principal on the October certified personnel report. Beginning in 2001-2002, this definition shall not include schools on the same campus sharing facilities unless the schools operate as a combination school.

(h) **Unweighted full-time equivalent (FTE) count -** total number of enrolled students by segments in each program specified by law, divided by six. A segment equals one-sixth of a school day.

(2) **Requirements.**

(a) Each local school system shall employ **system-level personnel** for the following positions according to the unweighted full-time equivalent (FTE) count as shown on the mid-term adjustment allotment sheet.

1. Each local school system shall employ a full-time **superintendent** to serve as chief administrator of the school system and executive secretary of the local board of education.

2. Each base-size school system shall employ a full-time **curriculum director** (title may vary) to ensure that the system's instructional program will have the continuity essential for a quality program.

   (i) If less than base size, a local school system shall provide the services of a curriculum director part-time or contract for services across system lines.

      (I) A school system with an FTE count of 1,650-3,299 shall provide the services of a curriculum director no less than half-time or contract across system lines for no less than half-time services.

      (II) No more than 4,125 FTE may be served by a single individual under contract for curriculum services.

3. Each local school system shall provide **school psychologists** sufficient to satisfy federal and state rules and additional legal obligations incurred through court agreement.

4. Each base-size school system shall employ one full-time **visiting teacher/school social worker**.

   (i) If less than base-size, school systems shall provide the services of a visiting teacher/school social worker part-time or contract for services across system lines.

      (I) A school system with an FTE count of 1,650-3,299 shall provide visiting teacher/school social worker services no less than half-time or contract across system lines for services no less than halftime.

      (II) No more than 4,125 FTE may be served by a single individual under contract for visiting teacher/school social worker.

      (III) A school system may meet this requirement with an **attendance officer** in lieu of a **visiting teacher/school social worker** provided the attendance officer was employed in the school system prior to July 1, 1990, the employment has been uninterrupted and the attendance officer is paid from local system funds.

5. Each base-size school system shall employ at least one full-time **school nutrition program director** to perform required system-level school nutrition program functions.

(i) A school system of less than base size having five or more schools shall, at a minimum, employ a **school nutrition program director-trainee** on a part-time basis.

(ii) A school system of less than base size having four or fewer schools shall, at a minimum, employ the services of a full-time classified **nutrition manager/supervisor** to perform required system-level school nutrition program functions.

(I) A school system may meet either of these requirements with a noncertified school nutrition director provided the individual was employed as director in the school system prior to September 1, 1980, the employment has been uninterrupted, and the individual has participated in annual staff development approved by the department.

6. Each local board of education shall adopt a staffing formula for school nutrition personnel (other than managers) which, as a minimum, provides for producing 10.6 meals per labor hour on a system-wide basis.

7. Each local school system with 200 special education FTE shall employ a full-time **special education director** to provide services for the special education student population that will satisfy federal and state rules and additional legal obligations.

(i) School systems with fewer than 50 special education FTE shall designate a staff member to coordinate the special education program.

(ii) One-fourth position is required for each 50 special education FTE up to 200.

(iii) One-fourth position is required for each 63 special education FTE above 200.

8. Each school system shall employ a full-time person to manage and/or provide central office accounting services.

9. A school system operating vocational programs under an approved Local Plan for Vocational and Technical Education shall employ a full-time **vocational director** for 300 or more vocational education FTEs.

(i) A school system operating vocational programs with 150-299 vocational education FTEs shall employ at least a half-time **vocational supervisor.**

(ii) A school system operating vocational programs with 149 or fewer vocational education FTEs shall employ at least a one-fourth-time **vocational supervisor**.

(iii) Supervisors employed half-time or fourth-time shall hold leadership certification or a teaching certificate in a vocational field and shall attend the staff development program for new vocational supervisors.

10. A school system shall employ **school counselors; technology specialists;** and **art, music,** and **physical education specialists** equivalent to the number of whole positions earned as reflected on the school system's mid-term adjustment allotment sheet.

11. A school system shall employ the number of teachers earned for the regular kindergarten, the kindergarten early intervention, the primary grades, and the primary grades early intervention programs combined - adjusted for maximum class sizes - as provided on the school system's mid-term adjustment allotment sheet.

12. A school system shall employ the number of teachers earned for the remaining 14 QBE programs combined; said requirement shall be 5 percentage points less than the school system's requirement as calculated in paragraph (2)(a)11. above.

13. A school system shall employ a full-time **principal** for each school. The principal shall supervise all personnel, programs and services available at the assigned school.

    (i) A school system shall employ at least a half-time assistant principal for each school with 600 FTEs or higher and shall add a half-time assistant principal for each additional 600 FTEs.

14. A school system shall employ a full-time **media specialist** for each base-size or larger school.

    (i) A school system shall provide no less than half-time services of a media specialist for each school less than base size and shall provide adult supervision in the media center for the entire instructional day.

15. A school system shall employ a full-time classified **school nutrition program manager** for each school to supervise the daily operation of producing and serving meals to students.

    (i) In systems for which the department has approved a satellite operation, one full-time school nutrition program manager may serve more than one school.

(b) Personnel employed with responsibilities in areas for which the Professional Standards Commission issues a certificate shall possess the appropriate valid certificate and meet the in-field requirements of certification rules.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.22
Authority: O.C.G.A. Secs. 20-2-167, 20-2-180 to 20-2-187, 20-2-240, 20-2-695, 20-2-696.
History. Original Rule entitled "Personnel Required (GBB)" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Amended: Rule retitled "Personnel Required". F. Sept. 24, 1996; eff. Oct. 14, 1996.
Amended: F. May 24, 2000; eff. June 13, 2000.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.

Rule 160-5-1-.23. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.23
Authority: O.C.G.A. Secs. 20-2-151(b), 20-2-152(a), 20-2-182(g),(h),(i).
History. Original Rule entitled "Extended Day Program for School Year 1991-92" was f. ER 160-5-1-0.3-.23, on Sept. 18, 1991; eff. Sept. 12, 1991, the date of adoption to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule, same title, adopted. F. Nov. 21, 1991; eff. Dec. 11, 1991.
Repealed: F. Jul. 17, 1992; eff. Aug. 6, 1992.

Rule 160-5-1-.24. Procedure for Requesting Student Social Security Numbers.

(1) **Purpose.** The purpose of this rule is to establish uniform statewide procedures for obtaining Social Security numbers from students and the procedure for waiving this requirement.

(2) Requirements.

    (a) No student shall be denied enrollment in any public school of this state for declining to provide a Social Security number to the local unit of administration (LUA) or for declining to apply for such number.

(b) Each LUA shall adopt and implement a procedure consistent with this rule for providing the public notice of the information required of each student under its jurisdiction prior to the beginning of each school year. This notice shall include the statement in (2)(a).

1. The procedure of each LUA shall require that the notice be provided in English and any language prevalent in the school district.

(c) Each LUA, at the time of initial enrollment or at the beginning of a school year for a student already enrolled but who has not provided a Social Security number, shall, in a language appropriate for the parent, guardian, student or person enrolling the student:

1. Request the Social Security number.

2. Give notice that providing the Social Security number is voluntary.

3. State the purpose for which the Social Security number shall be used.

4. Cite the provision of law which authorizes the LUA to request the provision of the student Social Security number.

(d) Each LUA shall provide a form for the individual in (2)(c) to sign stating that the individual does not wish to provide the Social Security number.

(e) Upon receipt of a student's Social Security number, the LUA shall make said number part of the student's record to be treated in the same manner as all other records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

(f) Each LUA shall provide a temporary alternate number to a student who is applying for a Social Security number or a permanent number if a Social Security number will not be provided.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.24
Authority: O.C.G.A. Secs. 20-2-150(d), 20-2-240.
History. ER 160-5-1-0.5 - 24, entitled "Procedure for Requesting Student Social Security Numbers," was F. Aug. 5, 1992; eff. Aug. 4, 1992, the date of adoption, to be in effect for a period of 120 days or until a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Repealed: Permanent Rule, same title, adopted. F. Sept. 24, 1992; eff. Oct. 14, 1992.
Amended: F. Sept. 24, 1996; eff. Oct. 14, 1996.
Amended: F. Jul. 25, 1997; eff. Aug. 14, 1997.

Rule 160-5-1-.25. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.25

Rule 160-5-1-.26. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.26
Authority: O.C.G.A Secs. 20-2-211(d), 20-2-240.
History. Original Rule entitled "Job Descriptions for Certified Personnel" adopted. F. May 20, 1993; eff. June 9, 1993.
Repealed: F. Aug. 21, 1995; eff. Sept. 10, 1995.

Rule 160-5-1-.27. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.27
Authority: O.C.G.A. Secs. 20-2-155, 20-2-254, 20-2-320.
History. Original Rule entitled "Reporting Student Data" adopted. F. Sept. 24, 1996; eff. Oct. 14, 1996.
Amended: F. Mar. 16, 1999; eff. Apr. 5, 1999.
Repealed: F. Sept. 15, 2000; eff. Oct. 5, 2000.

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

(1) **DEFINITIONS**.

(a) **Active Duty -** the full-time duty status in the active uniformed services of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

(b) **Attend -** a student's physical or virtual presence in the educational programs for which he or she is enrolled.

(c) **Case Management Consultation (CMC) -** a consultation by a school social worker or case manager in which a process is used to discover whether any transition problems exist and whether any services are necessary for a child placed by the Department of Human Services (DHS) or Department of Juvenile Justice (DJJ).

(d) **Child of Military Families -** a child enrolled in kindergarten through grade 12, in the household of an active duty military member.

(e) **Department of Behavioral Health and Developmental Disabilities (DBHDD) -** an agency which provides specified services for children who have been admitted or placed according to an individualized treatment or service plan directed by DBHDD.

(f) **Department of Human Services (DHS) -** an agency which provides specified services and placement for children who have been remanded to the physical or legal custody of DHS either temporarily or permanently by a court or by voluntary

agreement, or if the child has been admitted or placed according to an individualized treatment or service plan of DHS.

(g) **Department of Juvenile Justice (DJJ)** - the agency which provides supervision, detention and a wide range of treatment and educational services for youths referred to DJJ by the Juvenile Courts, and provides assistance or delinquency prevention services for at-risk youths through collaborative efforts with other public, private, and community entities.

(h) **Education For Homeless Children And Youths** - Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431*et seq*.) that requires each state to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

(i) **Emancipated Minor** - an individual under the age of eighteen who is no longer under the control or authority of his or her parents or guardians by operation of law or pursuant to a petition filed by the minor with the juvenile court and granted by a judge in juvenile court after the judge determines emancipation is in the best interest of the minor as provided in O.C.G.A. § 15-11-202.

(j) **Enroll** - the registration of a student in the local education agency (LEA) of residence. A parent, guardian, other person residing within this state having control or charge of any child or children, or the student (in the case of an emancipated minor) provides the LEA with the appropriate documentation. Once enrolled, the child shall be eligible to attend the assigned school.

(k) **Fictive Kin** - an individual who is known to a child as a relative but is not in fact related by blood or marriage to such child and with whom such child has resided or had significant contact.

(l) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates subject to supervision and oversight by the State Board of Education.

(m) **Governor's Office of Student Achievement (GOSA)** - the state agency mandated by O.C.G.A. § 20-14-26 to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards, and to audit and inspect or cause to be audited and inspected K-12 public schools, and LEAs for the purpose of verification, research, analysis, reporting or for other purposes related to the performance of its powers and duties.

(n) **Grandparent** - the parent and/or step-parent of a minor child's father or mother. This definition remains the same upon the death and/or the termination of parental rights of the birth parent.

(o) **Home Study** - a program that allows parents or guardians to teach their children at home as provided in O.C.G.A. § 20-2-690(c).

(p) **Homeless Child or Youth** - individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

2. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;

3. Living in emergency or transitional shelters; or

4. Abandoned in hospitals.

5. The following children are included in the definition; however, this list is not exhaustive: children who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; children who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above. (McKinney Vento Homeless Act 42 U.S.C. § 11431*et seq.*)

(q) **Individualized Education Program (IEP)** - a written plan for each student with a disability that is developed, reviewed, and revised in accordance with Individuals with Disabilities Education Act, 20 U.S.C. § 1414(d).

(r) **Individuals with Disabilities Education Act (IDEA)** - the federal law, codified at 20 U.S.C. § 1400, et seq., enacted to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of students with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities.

(s) **Kinship Caregiver** - a grandparent, great-grandparent, aunt, uncle, great aunt, great uncle, cousin, sibling, or fictive kin who has assumed responsibility for

raising a child in an informal, noncustodial, or guardianship capacity upon the parents or legal custodians of such child:

1. Losing or abdicating the ability to care for such child; or

2. Being unable to ensure that the child will attend school for reasons, including, but not limited to:

   (i) A parent or legal custodian being unable to provide care due to the death of a parent or legal custodian;

   (ii) A serious illness or terminal illness of a parent or legal custodian;

   (iii) The physical or mental condition of the parents or legal custodians such that proper care and supervision of the child cannot be provided;

   (iv) The incarceration of a parent or legal custodian;

   (v) The inability to locate the parents or legal custodians;

   (vi) The loss or uninhabitability of the child's home as the result of a natural disaster; or

   (vii) A period of active military duty of the parents or legal custodians exceeding 24 months.

(t) **Legal Custodian** - a person that has been awarded permanent custody of a child by court order.

(u) **Local Education Agency (LEA)** - the public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through Grade 12 public education institutions.

(v) ***"in loco parentis"*** - to assume the duties and responsibilities of a parent without a formal legal process.

(w) **Other Person** - an adult at least 18 years of age or an emancipated minor at least sixteen years of age residing within the boundaries of a Georgia LEA who is not the parent or guardian of a child or children but stands *in loco parentis*.

(x) **Parent** - the legal father or the legal mother of a child.

(y) **Reasonable Efforts** - actions that a reasonable individual would find sufficient to determine whether one conclusion is more likely than the other.

(z) **Residency** - occupying a dwelling located within the boundaries of an LEA where the student lives with a parent, guardian, or other person, unless the student is an emancipated minor.

(aa) **State Board of Education (SBOE)** - the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(bb) **Withdraw** - the removal of a student from the official roll of a Georgia public school.

(cc) **Withdrawal Code** - an official code which signifies the reason a student has withdrawn from a Georgia public school as defined in the guidelines and timelines published by the GaDOE.

(2) **REQUIREMENTS.**

(a) **Eligibility for Enrollment**.

1. Other than students specifically exempted by rule or by law, the following individuals shall be eligible for enrollment in publically-funded programs in Georgia public schools:

(i) Students who have attained the age of five by September 1 to enroll in the appropriate general education programs unless they attain the age of 21 by September 1 or they have received a high school diploma or the equivalent. Students that have dropped out of school for one quarter or more are eligible to enroll in the appropriate general education programs unless they attain the age of 20 by September 1.

(ii) Students with Individualized Education Programs (IEPs) developed under the Individuals with Disabilities Education Act (IDEA) may attend public school through the age of 21 or until they receive a regular high school diploma.

(iii) Students who were legal residents of one or more other states or countries for a period of two years immediately prior to moving to Georgia and were legally enrolled in a public kindergarten or first grade accredited by a state or regional association or the equivalent thereof, are eligible for enrollment in the appropriate education program if the child attains the age of five for kindergarten or six for first grade by December 31 and the child is otherwise eligible for enrollment as prescribed in O.C.G.A. § 20-2-150.

(b) **Persons That May Enroll Eligible Students.**

1. Under the provisions stated in O.C.G.A. § 20-2-690.1, a parent, guardian, or other person has the authority to enroll a student in a publicly-funded Georgia school.

   (i) A homeless child, as defined in the McKinney-Vento Homeless Act 42 U.S.C. § 11431*et seq.*, shall be enrolled immediately with full participation in all school activities whether or not appropriate documentation can be provided at the time of enrollment.

      (I) Upon determining that a student is homeless, as defined by the McKinney-Vento Homeless Assistance Act, the child must be allowed to either remain in the district in which he or she was enrolled prior to becoming homeless or enroll in the district where he or she is now located.

   (ii) An LEA shall immediately enroll a student in the physical or legal custody of the Department of Human Services (DHS) or the Department of Juvenile Justice (DJJ) or a student placed by the DHS, DBHDD, or DJJ in a residential facility located within the LEA's jurisdiction, pursuant to O.C.G.A. § 20-2-133(b).

   (iii) Upon notification by the DJJ that a student will be enrolling in an LEA, the LEA shall enroll the student in his or her home school, as opposed to an alternative educational setting unless the case management consultation team concludes that the best placement for the child would be the alternative setting. Any placement made pursuant to an individualized education program team shall take precedence.

   (iv) A grandparent with a properly executed power of attorney for the care of a minor child may enroll their grandchild, without court approval, in the LEA in which the grandparent resides if the specific conditions set forth in the "Power of Attorney for the Care of a Minor Child Act," O.C.G.A § 19-9-120 through O.C.G.A § 19-9-129 are met.

      (I) No person or school official who acts in good faith reliance on a power of attorney for the care of a minor child shall be subject to criminal or civil liability or professional disciplinary action for such reliance.

      (II) Except where limited by federal law or the executed power of attorney, the grandparent empowered to enroll the child shall have the same rights, duties, and responsibilities that

would otherwise be exercised by the parent pursuant to the laws of this state.

(v) A kinship caregiver shall be authorized, on behalf of a child residing with the kinship caregiver, which child is not in the custody of the Division of Family and Children Services of the Department of Human Services, to give legal consent for such child to: receive any educational services; receive medical services directly related to academic enrollment; or participate in any curricular or extracurricular activities for which parental consent is usually required by executing the affidavit described in O.C.G.A. § 20-1-18. The affidavit shall not be valid for more than one year after the date on which it is executed. An LEA shall have the authority to allow a kinship caregiver affidavit to expire at the end of each school year for which the affidavit was submitted.

(I) Upon transmitting to a school an executed affidavit described in O.C.G.A. § 20-1-18, the kinship caregiver shall serve as the school's point of contact for the child regarding truancy, discipline, and educational progress for as long as such affidavit shall continue to be in effect.

(II) The decision of a kinship caregiver to consent to or refuse educational services or medical services directly related to academic enrollment or any curricular or extracurricular activities for a child residing with the kinship caregiver shall be superseded by any contravening decision of a parent or a person having legal custody of the child, provided that the decision of the parent or legal custodian does not jeopardize the life, health, safety, or welfare of the child.

(III) Reasonable efforts shall be made by the kinship caregiver to locate at least one of the child's parents prior to the notarization and submission of the affidavit set forth in O.C.G.A. § 20-1-18.

(IV) No person that acts in good faith reliance on a properly executed kinship caregiver's affidavit, having no actual knowledge of any facts contrary to those stated in the affidavit, shall be subject to civil liability or criminal prosecution, or to professional disciplinary procedure, for any action which would have been proper if the facts had been as they believed them to be. This subsection shall

apply even if educational services or medical services directly related to academic enrollment or any curricular or extracurricular activities are rendered to a child in contravention of the wishes of the parent or legal custodian of such child; provided, however, that the person rendering the educational services or medical services directly related to academic enrollment or any curricular or extracurricular activities shall not have actual knowledge of the wishes of the parent or legal custodian.

(V) A person that relies on a properly executed kinship caregiver's affidavit has no obligation to make further inquiry or investigation. Nothing in this subsection shall relieve any person of responsibility for violations of other provisions of law, rules, or regulations.

(VI) If a child ceases to reside with a kinship caregiver for a period in excess of 30 days, such kinship caregiver shall, not later than 30 days after such period, notify all parties to whom he or she has transmitted the affidavit or to whom he or she has caused the affidavit to be transmitted.

(VII) Any individual who knowingly provides false information in executing the affidavit required by this article commits the offense of false swearing within the meaning of O.C.G.A. § 16-10-71 and shall be subject to the penalties prescribed by such Code section.

(VIII) A kinship caregiver's affidavit shall be invalid unless it substantially contains the sample kinship caregiver affidavit provided by the Georgia Department of Education. An LEA shall not change the size or placement of text or change or omit the box around the warning.

(vi) Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

(I) A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis whose residence is other than that of the custodial parent,

may continue to attend the school in which he or she was enrolled while residing with the custodial parent.

(vii) A military student in this state shall be allowed to attend any public school that is located within the school system in which the military base or off-base housing in which the student resides is located, provided space is available for additional enrollment. The parent shall assume the responsibility for and cost of transportation of the student to and from the school.

(viii) A student whose parent or guardian is on active duty in the United States armed forces and has received official military orders to transfer into or within this state shall be eligible for enrollment, in the same manner and time as for students residing within the local school system, in the public school of the attendance zone in which he or she will be residing or in a public school authorized pursuant to Code Section 20-2-295, prior to physically establishing residency within the local school system, upon presentation of a copy of the official military orders to the local school system.

(I) Each local school system in which a military base or off-base housing is located shall establish a universal, streamlined process available to all students to implement these transfer requirements; and annually notify prior to each school year the parents, guardians or other person, as defined in section (2)(b) of this rule, of each military student by letter, by electronic means, or by such other reasonable means in a timely manner of the options available as set forth in O.C.G.A. § 20-2-295.

(viii) LEAs shall accept immigrants/non-visa-holders who meet age and residency requirements and shall not inquire about their legal status in accordance with U.S. Supreme Court Decision in Plyler v. Doe, 457 U.S. 202 (1982).

(I) LEAs are not responsible for making determinations regarding immigration and visa status. Rather, the U.S. Department of State (Office of Visa Services) and the Department of Homeland Security (U.S. Citizenship and Immigration Services) are responsible for making such determinations.

(II) LEAs may accept non-immigrant, foreign students on F-1 visas in accordance with the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (Section 625 of Public Law 104-208).

(III) LEAs may accept non-immigrant, foreign exchange students on J-1 visas in accordance with the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256) as amended, 22 U.S.C. 2451, et. seq. (1988).

(IV) LEAs shall accept non-immigrant foreign students on derivative visas where they are the qualifying child of a non-immigrant student or exchange visitor (i.e. F-2, M-2, J-2).

(V) LEAs shall accept non-immigrant, foreign students on B-1/B-2 visas and are not responsible for ascertaining whether or not seeking enrollment in school will violate the terms of the visa.

(c) **Provisional Enrollment.**

1. Other than students specifically exempted by rule or by law, a student shall be enrolled on a provisional basis and allowed to attend an LEA for 30 calendar days while awaiting evidence of age, residence, or other local requirements. The provisional enrollment period may be extended for extenuating circumstances.

   (i) If evidence is not provided within this period, the LEA superintendent or designee shall mark the student withdrawn at the end of the thirtieth day.

   (ii) The LEA superintendent or designee shall notify the individual that registered the student according to the provisions set forth in section (2)(b) at least 10 calendar days prior to the withdrawal of the student.

      (I) The individual that registered the student according to the provisions set forth in section (2)(b) will be considered noncompliant and subject to all penalties as prescribed in O.C.G.A. § 20-2-690.1.

      (II) The local school superintendent shall report violations to the appropriate authorities for adjudication.

2. O.C.G.A. § 20-2-150(c) concerning compulsory attendance of students prior to their seventh birthday does not apply to provisional enrollment.

3. Students pre-registering in an LEA of residence shall not be eligible for provisional enrollment until the beginning of the attendance period of the school term for which the student is enrolling.

4. A student shall not be denied enrollment into an LEA if the student meets residency qualifications and otherwise would not be denied enrollment under O.C.G.A. § 20-2-751.1 and O.C.G.A. § 20-2-751.2 concerning student expulsion.

5. The LEA shall be required to provisionally enroll students pursuant to Section (2) (c)1 of this rule if their local policy places additional requirements on the other person when enrolling a student in their control or charge.

6. The provisions of O.C.G.A. § 20-2-670 regarding the transferal of discipline actions or felony convictions for students in grade 7 and above shall take precedence over any provisional enrollment.

(d) **Enrollment Documentation.**

1. Other than students specifically exempted by rule or by law, before admitting any individual to a public Georgia school or program, the superintendent or designee shall accept evidence in the order set forth below that shows the individuals date of birth:

   (i) A certified copy of a birth certificate, certified hospital issued birth record or birth certificate;

   (ii) A military ID;

   (iii) A valid driver's license;

   (iv) A passport;

   (v) An adoption record;

   (vi) A religious record signed by an authorized religious official;

   (vii) An official school transcript; or

   (viii) If none of these evidences can be produced, an affidavit of age sworn to by the parent, guardian, grandparent, or other person accompanied by a certificate of age signed by a licensed practicing

physician, which certificate states that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

2. During the enrollment process, LEAs shall adhere to:

   (i) The provisions of O.C.G.A. § 20-2-771 concerning the immunization of students, which includes an exception for religious grounds; and,

   (ii) The provisions of O.C.G.A. § 20-2-770 concerning nutritional screening and eye, ear, and dental examinations of students.

3. Upon presentation of one of these evidences required in paragraph (2) (d) 1, a photocopy of the document shall be placed in the student's record and the original document presented shall be returned to the individual registering the student according to the provisions set forth in section (2)(b).

4. The LEA shall ensure that the employee or other designated individual responsible for care of homeless students shall assist the homeless student in acquiring the necessary records for enrollment. Proof of residence is not required.

5. The LEA may require a grandparent empowered to enroll the child to produce the same documentation a parent would produce to enroll the child.

6. The LEA may require a kinship caregiver enrolling a child to produce the same documentation a parent would produce to enroll the child.

7. The following provisions apply to a child or children of military families.

   (i) In the event that official education records cannot be released to the parents or legal guardian for the purpose of transfer, an LEA shall accept a complete set of unofficial educational records prepared by the sending school and furnished to the parent or legal guardian.

      (I) Upon receipt of such unofficial education records, the LEA shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records.

      (II) Simultaneously with the enrollment and conditional placement of the student, the LEA shall request the student's official education records from the school in the sending state.

(ii) Students in the household of an active duty military member shall be allowed to continue their enrollment at grade level in the local school system commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age.

(I) A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age.

(II) A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

(iii) The LEA shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in similar programs based on current educational assessments conducted at the school in the sending state or participation or placement in similar programs in the sending state. Such programs include, but are not limited to: gifted and talented programs, and English as a second language.

(I) Nothing in this section shall preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

(iv) An LEA shall be prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent.

8. Pursuant to O.C.G.A. § 20-2-150, before the final enrollment of a student to a publicly-funded Georgia school is complete, the individual registering the student shall provide a copy of the enrolling student's social security number to the proper school authorities or shall complete and sign a form stating the individual does not wish to provide the social security number.

9. A student shall be identified in the local Student Information System (SIS) and in the Georgia Department of Education official data collection and reporting systems by the student's legal name as it appears on the

documentation submitted for age verification as delineated in paragraph (2)(d)1, or in a court order changing the student's name.

10. Once a student has successfully enrolled in any publicly-funded Georgia school, provided that one of the evidences required in paragraph (2) (d) 1 has been provided and recorded in the Georgia Testing Identifier (GTID) as set forth in SBOE Rule 160-5-1-.07 and any associated guidelines, further proof of age under this provision is deemed unnecessary.

(e) **Withdrawal.**

1. A student may be withdrawn by a parent, guardian, grandparent, or other person as provided in (2)(b)1 of this rule.

2. When a parent, guardian, grandparent, or other person as provided in (2)(b)1 of this rule withdraws a student according to the LEA policies and procedures, with documentation of proof of enrollment as provided in (2)(e)1 above, the student's withdrawal date shall be recorded as the last day of student attendance.

   (i) If a student is under suspension or expulsion, on the date of withdrawal, the new school of enrollment shall be notified of the terms of the suspension or expulsion.

   (ii) If a student is an unemancipated minor who is older than the age of mandatory attendance as required in O.C.G.A. § 20-2-690.1(a) and who has not completed all requirements for a high school diploma, wishes to withdraw from school, the student must have the written permission of his or her parent or legal guardian prior to withdrawing and a conference must be held with the school principal or designee pursuant to O.C.G.A. § 20-2-690.1(e).

3. When a parent, guardian, grandparent, or other person as provided in (2)(b)1 of this rule does not withdraw a student from a current school according to LEA policies, the LEA shall withdraw the student.

   (i) With proof of enrollment in a different school, other LEA, private school, or home study program, the date of withdrawal for a student shall be the last school day of student attendance.

   (ii) With no proof of enrollment in another school, other LEA, private school, or home study program, a student shall be withdrawn from a school after 10 consecutive unexcused absences or when the LEA provides documentation validating the student no longer resides in the school's attendance zone.

(I) The student withdrawal date shall be the last day of attendance or the day the LEA obtains documentation validating the student no longer resides in the school's attendance zone.

(II) In the absence of the documented proof as described in (2)(e)8 of this rule, the withdrawal code shall indicate that the student was removed for lack of attendance.

(III) Each superintendent or the superintendent's designee shall notify the parent, guardian, or other person if the LEA plans to withdraw such student. Such notification shall be by certified mail, return receipt requested.

4. A student who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts.

   (i) Students not in attendance on the first day of school but expected based on prior year enrollment shall not accrue absences until the student is physically present and attending.

   (ii) The reason for students withdrawn as a "no-show" shall be recorded in the schools official records as unknown, unless the LEA has proof that the student has enrolled in a different school, other LEA, private school, or home study program as set forth in (2)(e)8 of this rule.

5. A student shall be withdrawn from a school on the day the school or LEA receives documentation validating the student no longer resides in the school's attendance zone unless one of the following exceptions occur:

   (i) LEA policy allows student to remain enrolled to complete the current school year.

   (ii) Student is allowed to remain enrolled based on O.C.G.A. § 20-2-293 or O.C.G.A. § 20-2-294.

6. A student shall not be withdrawn due to excused absences defined in SBOE Rule 160-5-1-.10 and O.C.G.A. § 20-2-690.1(a).

7. A student shall not be withdrawn while receiving Hospital/Homebound services.

8. Pursuant to the provisions in 34 Code of Federal Regulations (C.F.R.) Part 200, a school or LEA shall only use a withdrawal code which denotes that a student transferred if the LEA has proof that the student enrolled in another school, other LEA, private school or home study program.

   (i) Documentation must be in writing so that the transfer can be verified through audits or monitoring and maintained in the permanent student record.

   (ii) It is the responsibility of the principal to ensure that all student withdrawal information is complete and accurate.

9. The following are acceptable forms of documentation when using withdrawal codes that are associated with students who transferred:

   (i) For students transferring to a school within the same LEA or another Georgia LEA, proof shall include the request for records from the receiving school, evidence of a transfer that is recorded in the State's student data collection system, or a letter from an official in the receiving school acknowledging the student's enrollment.

   (ii) For students transferring out of state or to a private school, proof shall include the request for records from the receiving school, or a letter from an official in the receiving school acknowledging the student's enrollment.

   (iii) For students transferring to a home study program, proof shall include a document signed by the parent, guardian, other person who meets the requirements of the "Power of Attorney for the Care of a Minor Child Act", or kinship caregiver enrolling a child using an executed affidavit which declares their decision to educate the student in a home study program.

   (iv) For students transferring to another country, a school or school system must have written confirmation that a student has emigrated to another country (34 C.F.R. § 200.19(b)(1)(ii)(B)), but need not obtain official written documentation. If a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file.

10. LEAs must be able to document the reasons to support student withdrawal as outlined in this rule and SBOE 160-5-1-.07 Student and Staff Data Collections and associated guidelines and resources.

11. In the event that a child is withdrawn from a public school to attend a home study program and does not have a Home School Program Declaration of Intent filed pursuant to Code Section 20-2-690 within 45 days of such withdrawal, the school shall refer the matter to the Division of Family and Children Services of the Department of Human Services to conduct an assessment. The purpose of such referral and assessment shall be limited to determining whether such withdrawal was to avoid educating the child. Presentation of a copy of such filed declaration shall satisfy the assessment, and the Division of Family and Children Services shall immediately terminate the assessment under this Code section.

12. GOSA may conduct in-depth audits at its discretion, or at the request of the Georgia Department of Education to ensure that LEA data, student records documentation, procedures, and processes are in compliance with this rule.

    (i) LEAs found to be non-compliant with these provisions will be reported to the State Board of Education.

    (ii) If an audit conducted by GOSA documents findings of noncompliance which affected the calculation of the graduation rate, the GaDOE may adjust the cohort graduation rate for such school and LEA.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.28
Authority: O.C.G.A. §§ 15-11-202, 19-9-120 through 19-9-129, 20-1-14 through 20-1-18, 20-2-133, 20-2-150, 20-2-293, 20-2-293, 20-2-294, 20-2-670, 20-2-690.1, 20-2-751.1, 20-2-751.2, 20-2-770, 20-2-771, 20-2-2130 through 20-2-2170, 20-14-25, 20-14-26.
History. Original Rule adopted. F. Sep. 14, 2006; eff. Oct. 4, 2006.
Repealed: New Rule adopted. F. Aug. 19, 2012; eff. Sept. 8, 2012.
Amended: F. Aug. 23, 2012; eff. Sept. 12, 2012.
Amended: F. Dec. 8, 2016; eff. Dec. 28, 2016.
Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.
Amended: F. Jan. 16, 2020; eff. Feb. 5, 2020.

Rule 160-5-1-.29. Minimum Direct Classroom Expenditures.

(1) **DEFINITIONS.**

(a) **Direct classroom expenditures -** all expenditures incurred by a local school system during a fiscal year for activities directly associated with the interaction between teachers and students, including, but not limited to, salaries and benefits for teachers and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom-related activities, such as field trips, physical education, music, and arts; and tuition paid to out-of-state school districts and

private institutions for special needs students. This term shall not include costs for administration, plant operations and maintenance, food services, transportation, instructional support including media centers, teacher training, and student support such as nurses and guidance counselors.

(b) **Hardship -** an extreme situation which is solely responsible for a local school system's inability to meet the expenditure requirements. Such situations may include, but are not limited to, acts of God and inordinate unexpected increases in energy and fuel costs.

(c) **Total operating expenditures -** all operating expenditures incurred by a local school system during a fiscal year, including expenditures from federal, state, and local funds and from any other funds received by a local school system, such as student activity fees. This term shall not include capital outlay expenditures, debt or bond payments, interest on debt or bonds, facility leases, or rental payments. This term shall also not include any costs which are incurred by a local school system to comply with any mandate by statute or by the Georgia Department of Education effective on or after January 1, 2006, to add specific non-classroom staff positions.

(d) **Waiver -** a decision by the State Board of Education not to apply a state rule or law to a local school system that is subject to the rule or law.

(2) **REQUIREMENTS.**

(a) Beginning with fiscal year 2008, and for every fiscal year thereafter, local school systems are required to either spend a minimum of 65 percent of their total operating expenditures on direct classroom expenditures, or increase their direct classroom expenditures as a percent of total operating expenditures by two or more percentage points over the previous fiscal year.

(b) Local school systems that are unable to meet the expenditure requirements in paragraph (a) of this subsection may qualify for either an achievement waiver or a hardship waiver.

(c) Local school systems that are unable to meet the requirements in paragraphs (a) and (b) of this subsection may be subject to sanctions as imposed by the State Board of Education.

(3) **WAIVERS.**

(a) An achievement waiver is a one year waiver that is renewable. The application for an achievement waiver must include evidence that the local school system exceeded the state's average, for the fiscal year, on one or more of three academic criteria. The criteria are:

1) percent of the local school system's schools that made Adequate Yearly Progress;

2) graduation rate; and

3) most recent average total SAT score.

(b) A hardship waiver is a one year waiver that is renewable. A hardship waiver applies to situations in which the hardship is solely responsible for the local school system's inability to meet the expenditure requirements of this rule. The application for a hardship waiver must include revenue and expense reports, and specific details providing evidence as to the impact that the hardship had on the local school system's ability to comply with this rule.

(4) **SANCTIONS.**

(a) The State Board of Education may impose sanctions against a local school system that fails to comply with the provisions of this rule. The sanctions will be at the discretion of the board and may include, but are not limited to, requiring the local school system to devise and implement a plan to meet the requirements of this rule or withholding state funds in accordance with Rule 160-5-2-.02 Withholding of Funds from Local Units of Administration.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.29
Authority: O.C.G.A. Sec. 20-2-171.
History. Original Rule entitled "Minimum Direct Classroom Expenditures" adopted. F. Feb. 14, 2008; eff. Mar. 5, 2008.

Rule 160-5-1-.30. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.30

Rule 160-5-1-.31. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.31

Rule 160-5-1-.32. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.32

Rule 160-5-1-.33. Strategic Waivers and Title 20/No Waivers School Systems.

(1) **DEFINITIONS.**

(a) **College and Career Academy (CCA) -** a specialized school governed by a nonprofit governing board, established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.

(b) **College and career academy certification -** a certification process, established by The Office of College and Career Transitions (The Office) in collaboration with the Department of Education, for approval by the Technical College System of Georgia board and the State Board of Education. The Office shall be authorized to certify college and career academies. The State Board of Education shall accept certification by the office as one component of determining compliance with charter and strategic waivers school system or charter system contract requirements. The State Board of Education may request supplemental information from charter petitioners, strategic waivers school systems, or charter systems. Any certification process shall require that the applicant demonstrates how the proposed college and career academy will increase student achievement, provide for dual credit and dual enrollment opportunities, increase work based learning opportunities, and address work force development needs; articulates how the collaboration between business, industry, and community stakeholders will advance work force development; demonstrates local governance and autonomy; and shows other benefits that meet the needs of the students and community. Certification by The Office shall constitute a positive recommendation to the State Board of Education for renewal of a charter school or charter system pursuant to Code Section 20-2-2064.1 or an extension of a strategic waivers school system contract.

(c) **College and career academy governing board for a CCA established by a strategic waivers school system contract -** the governing board that will serve as a school-level decision-making body at the college and career academy and is responsible for ensuring the implementation of and compliance with the CCA portions of the strategic waivers school system contract. The strategic waivers school system contract establishing the college and career academy shall include provisions requiring that the college and career academy have a governing board reflective of the school community and the partnership with decision-making authority and requiring that governing board members complete initial and annual governance training provided by The Office of College and Career Transitions, including, but not limited to, best practices on school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations, as well as any additional local school governing team training needed.

(d) **Georgia Department of Education (GaDOE) -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(e) **Governor's Office of Student Achievement (GOSA) -** the state agency mandated by state law to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards. Additionally, GOSA is charged with the responsibility of publishing the State Report Card for schools and LEAs and to formulate a system of awards and consequences within the Single Statewide Accountability System.

(f) **Local Board of Education (LBOE) -** a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(g) **Local Educational Agency (LEA) -** local school system pursuant to local board of education control and management.

(h) **Petition -** a proposal or application to establish a strategic waivers school system.

(i) **State Board of Education (SBOE) -** the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(j) **Substantial Hardship -** a significant, unique, and demonstrable economic, technological, legal or other type of deprivation to an LEA which impairs its ability to continue to successfully meet the requirements of educational programs or services to its students.

(k) **The Office of College and Career Transitions -** a division of the Technical College System of Georgia established by O.C.G.A. § 20-4-37, that coordinates the efforts by the State Board of Education, the University System of Georgia, the Technical College System of Georgia and other not for profit postsecondary institutions accredited by the Southern Association of Colleges and Schools in the professional development, curriculum support, governing board training and development and establishment of college and career academies.

(l) **Unforeseen Circumstance -** material changes to state or federal law or other unforeseen conditions as determined by the SBOE.

(2) **REQUIREMENTS.**

(a) **General Requirements.**

1. The GaDOE shall develop:

(i) an application for the Strategic Waivers contract;

(ii) a Strategic Waivers contract template;

(iii) a template for the required contract exhibits on the strategic plan, accountability, flexibility, consequences, and individual school plans; and

(iv) a Strategic Waivers contract submission process.

2. The GaDOE shall develop the necessary guidance for the Strategic Waivers application process.

3. The GaDOE in consultation with GOSA shall establish a process and procedure for the review of all Strategic Waivers contracts.

(b) **Contract Terms.**

1. Contracts beginning July 1, 2015, shall be for seven years with five years of accountability using baseline assessment data collected during the 2015-2016 school year.

2. Contracts beginning on or after July 1, 2016, shall be for six years with five years of accountability using baseline assessment data collected during the school year immediately preceding the beginning of the Strategic Waivers contract.

3. The SBOE may, upon request of the LBOE, extend the contract if the LEA successfully meets the terms of the Strategic Waivers contract by meeting school targets for at least three years or meets the fifth year targets by the end of the fifth year of accountability. (O.C.G.A. § 20-2-84(c))

4. An LEA seeking approval of a Strategic Waivers contract shall complete an electronic application and contract package templates provided by the GaDOE in accordance with O.C.G.A. § 20-2-81 and guidance which shall include at least the following:

   (i) Partnership contract

   (ii) Exhibit A - School System Strategic Plan, including a demonstrated linkage between flexibility requested and accountability goals and targets;

   (iii) Exhibit B - Flexibility, including all waivers of law and rule requested and granted;

(iv) Exhibit C - Accountability, including the targets schools must meet as agreed to by GOSA and the GaDOE;

(v) Exhibit D - Consequences, indicating the sanctions and interventions for non-performing schools as agreed to by GOSA and the GaDOE;

(vi) Exhibits E, F, and G - School Plans - indicating targets, grade levels served, student demographic information, and most current statewide assessment data for each school under contract; and

(vii) Any other provisions determined necessary to comply with federal and state laws, rules, regulations, guidelines, or guidance by the GaDOE in consultation with GOSA.

5. In exchange for the increased flexibility the LEA is requesting, the specific Strategic Waivers contract proposal must include a commitment to meet CCRPI targets set forth in the contract.

6. The flexibility component of the contract, which is Exhibit B as provided in (2)(b)4(iii), shall include the waiver or variance of at least one of the following areas:

   (i) Class size requirements as provided in O.C.G.A. § 20-2-182 and State Board of Education Rule 160-5-1-.08;

   (ii) Expenditure controls as provided in O.C.G.A. § 20-2-171 and also categorical allotment requirements in Article 6 of this chapter and State Board of Education Rule 160-5-1-.29;

   (iii) Certification requirements as provided in O.C.G.A. § 20-2-200 and State Board of Education Rule 160-5-2-.50, with the exception of special education teacher certification requirements;

   (iv) Salary schedule requirements as provided in O.C.G.A. § 20-2-212; and State Board of Education Rule 160-5-2-.05;

7. The flexibility component of the Strategic Waivers contract may also include the waiver of any other requirements or provisions of Title 20 as identified by the LEA and approved by the SBOE except as provided in subsection (e) of O.C.G.A. § 20-2-82, and notwithstanding any provision to the contrary, the contract shall not be construed to waive or approve variances of any federal, state and local rules, regulations, court orders, and statutes related to civil rights; insurance; the protection of the physical and/or mental health and safety of school students, employees, and visitors;

conflicting interest transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in or near a public school; or any reporting requirements pursuant to O.C.G.A. § 20-2-320 or Chapter 14 of Title 20 or O.C.G.A. §§ 20-2-160, 20-2-161(e), and 20-2-320 as required for funding purposes, as well as 20-2-740 as it relates to student safety; the requirements of O.C.G.A. § 20-2-210; the prohibition against the exclusion of students in dual credit courses from valedictorian or salutatorian determinations pursuant to O.C.G.A. § 20-2-161.3(f)(4); the requirements of O.C.G.A. § 20-2-167.1 regarding virtual instruction requirements, O.C.G.A. § 20-2-210 regarding annual performance evaluations; O.C.G.A. § 20-2-211.1; O.C.G.A. § 20-2-281 regarding student assessments or the requirements in subsection (c) of O.C.G.A. § 20-2-327; or school resource officer training requirements of O.C.G.A. § 35-8-27. A local school system that has received a waiver or variance shall remain subject to the provisions of Part 3 of Article 2 of Chapter 14 of Title 20, the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by O.C.G.A. § 20-2-133, and shall remain open to enrollment in the same manner as before the waiver request.

8. The accountability component of the contract, which is Exhibit C as provided in (2)(b)4.(iv), shall include at a minimum:

   (i) School performance targets will be set so that for each year of accountability, an individual school shall increase its College and Career Ready Performance Index (CCRPI) score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year is 2015-2016 for LEAs entering contracts effective in both 2015-2016 and 2016-2017. For contracts effective on or after July 1, 2017, the baseline year is the prior academic year; or

   (ii) For each year of accountability, an individual school with a CCRPI score (without Challenge Points) in the baseline year, performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2015-2016 for districts entering contracts effective in both 2015-2016 and 2016-2017. For contracts effective on or after July 1, 2017, the baseline year is the prior academic year; or

   (iii) If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be "beating the odds" through an analysis that compares the school's CCRPI to its expected performance as

determined by the "beating the odds" model developed in partnership between GOSA and the GaDOE.

9. The consequences component of the contract shall adhere to the provisions of O.C.G.A. § 20-2-84, O.C.G.A. § 20-2-84.1, and Exhibit D - Consequences.

   (i) The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

      (I) If based upon the review of the first or second year accountability performance data, a school has not made sufficient progress toward meeting its academic targets, a school improvement plan will be incorporated into the following years school strategic planning process and implemented that following year. The school improvement plan will address the specific achievement deficiencies along with a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year;

      (II) If based upon the review of the third or fourth year accountability performance data, a school has not met its targets for three years, the LEA will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than the fourth or fifth year of accountability and will be monitored by the LEA; and

      (III) If based upon the GOSA evaluation of the fifth year accountability performance data, a school has not achieved three years of academic targets, the LEA will apply, in the first year after GOSA's evaluation, the consequences, provided in O.C.G.A. § 20-2-84 and O.C.G.A. § 20-2-84.1, recommended by GOSA and approved by the State Board of Education.

10. Pursuant to O.C.G.A. § 20-14-45, the terms of a Strategic Waivers contract may be amended for the purpose of agreeing to receive assistance for schools identified as turnaround eligible schools as defined in the Code section. If a local board of education does not sign an amendment within 60 days or declines to sign an amendment, the State Board of Education shall, within 60 days, either implement one or more of the interventions specified in O.C.G.A. § 20-14-41(a)(6) for the school(s) identified as turnaround eligible, or terminate the Strategic Waivers contract as allowed by the contract terms.

11. The SBOE shall not be authorized to waive or approve variances on any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical and/or mental health and safety of school students, employees, and visitors; conflicting interest transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in or near a public school; or any reporting requirements pursuant to O.C.G.A. § 20-2-320 or Chapter 14 of Title 20 or O.C.G.A. §§ 20-2-160, 20-2-161(e), and 20-2-320 as required for funding purposes, as well as 20-2-740 as it relates to student safety; the requirements of O.C.G.A. § 20-2-210; the prohibition against the exclusion of students in dual credit courses from valedictorian or salutatorian determinations pursuant to O.C.G.A. § 20-2-161.3(f)(4); the requirements of O.C.G.A. § 20-2-167.1 regarding virtual instruction requirements, O.C.G.A. § 20-2-210 regarding annual performance evaluations; O.C.G.A. § 20-2-211.1; O.C.G.A. § 20-2-281 regarding student assessments or the requirements in subsection (c) of O.C.G.A. § 20-2-327; or school resource officer training requirements of O.C.G.A. § 35-8-27. An LEA that has received a waiver or variance shall remain subject to the provisions of Part 3 of Article 2 of Chapter 14 of Title 20, the requirement that it shall not charge tuition or fees to its students except as may be authorized for LBOEs under O.C.G.A. § 20-2-133, and shall remain open to enrollment in the same manner as before the waiver request.

12. Strategic waivers school systems shall have the flexibility to implement a tiered teacher evaluation system and to define the measures needed to fulfill the requirements of the teacher and leader evaluations pursuant to State Board Rule 160-5-1-.37 and O.C.G.A § 20-2-210, including:

    (i) For teachers of record who teach courses that are subject to annual state assessments aligned with state standards, define any additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and/or observations, and/or standards of practice that shall count for 20 percent of the evaluation.

(ii) For teachers of record who teach courses that are not subject to annual state assessments aligned with state standards, define any:

(I) Student growth indicators, including the school or local school system total score on the annual state assessments that shall count for 30 percent of the evaluation; and

(II) Additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and/or observations, and/or standards of practice that shall count for 20 percent of the evaluation;

(iii) For principals and assistant principals, define the combination of achievement gap closure, Beat the Odds, and/or College and Career Readiness Performance Index data that shall count for 20 percent of the evaluation; and

(iv) Implement a tiered evaluation system, in which reduced observations of certain teachers of record may be conducted to provide additional time for evaluators to coach and mentor new teachers and teachers with a performance rating of 'Needs Development' or 'Ineffective' pursuant to paragraph (4) of O.C.G.A § 20-2-210.

13. Any College and Career Academy (CCA) opened by or any existing CCA included in the Strategic Waivers School System must meet the definition of a College and Career Academy as defined in Section 1 above, the school system must notify the Department and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:

(i) If an existing CCA is included in the Strategic Waivers School System, then the current CCA's governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;

(ii) Provide a Roles and Responsibilities chart between the College and Career Academy governing board, the Strategic Waivers School System, and the CCA's higher education and business partners that includes the following:

(I) Information on the CCA's decision making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing

and monitoring the achievement of school improvement goals, and school operations;

(II) Information on how the CCA will be funded by the District and other strategic partners; and

(III) Information on the services and supports to be provided to the CCA by the local district.

(iii) The CCA established under the district's Strategic Waivers contract shall be a district initiative, and, as such, students from multiple attendance zones within the district, if applicable, shall be allowed to choose to attend the CCA.

(iv) The district's Strategic Waivers contract shall include the College and Career Academy.

14. An LEA seeking to establish a college and career academy pursuant to its Strategic Waivers contract shall ensure the CCA has a governing board reflective of the school community and the partnership with decision-making authority and that governing board members complete seven (7) hours of initial and five (5) hours of annual governance training. The training shall adhere to the Standards for Effective Governance of Georgia College and Career Academies approved by the State Board of Education in conjunction with the Technical College System of Georgia (TCSG) and shall be provided only by The Office of College and Career Transitions of TCSG unless otherwise specified in this rule.

(i) Board members of any college and career academy governing board in the first year of implementation of the college and career academy shall participate, at a minimum, in seven (7) hours of training within (1) year of taking office. The training shall consist of the following minimum requirements:

(I) Two (2) hours of training on the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations for a college and career academy. This training must be conducted by The Office of College and Career Transitions of TCSG.

(II) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective

Governance of College and Career Academies. This training must be conducted by The Office of College and Career Transitions of TCSG.

(III) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(ii) New members of a college and career academy governing board shall participate, at a minimum, in seven (7) hours of training within one (1) year of taking office. Board members with a break in service of more than one calendar year shall be considered new board members for training purposes. The training shall consist of the following minimum requirements:

(I) Two (2) hours of training on the constitutional and statutory requirements relating to public records and open meetings; and the requirements of applicable statutes and rules and regulations for a college and career academy. This training may be conducted by The Office of College and Career Transitions of TCSG or any State Board of Education-approved training provider.

(II) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training must be conducted by The Office of College and Career Transitions of TCSG.

(III) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

(iii) College and career academy governing board members with one (1) or more years of board service shall participate, as a minimum, in five (5) hours of training annually. The training shall consist of the following minimum requirements:

(I) Two (2) hours of Whole Board Governance Team Training that covers topics within the Standards for Effective Governance of College and Career Academies. This training may be conducted by The Office of College and Career Transitions of TCSG or any State Board of Education-approved training provider.

(II) Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the role of the college and career academy and its partners. This training must be conducted by The Office of College and Career Transitions of TCSG.

15. An LEA that provides virtual instruction through a virtual charter school whose total student enrollment is composed of more than five (5) percent of students who reside in another local school system will be held accountable for ensuring that ninety (90) percent of QBE funds for these students are expended on virtual instruction costs in accordance with O.C.G.A. § 20-2-167.1.

(c) **Public Input and Transparency.**

1. Before the LBOE approves the complete local plan for formal submission to the SBOE, the LEA must:

   (i) Submit a letter of intent to the GaDOE that shall be accompanied by a LBOE resolution supporting the LEA's intent to pursue such contract;

   (ii) Schedule and hold a public hearing for the purpose of providing an opportunity for full discussion and public input on the strategic plan and proposed contract, including formal, written comments or suggestions regarding the LEA's flexibility requests and performance targets and their impact on each school. The public hearing shall be advertised in a local newspaper of general circulation which shall be the same newspaper in which other legal announcements of the LBOE are advertised.

2. Public hearing notices shall be published on the LEA's website for at least five consecutive calendar days prior to a scheduled hearing. Additionally, public hearing notices shall be published in accordance with the state's Open Meetings law (O.C.G.A. § 50-14-1).

3. The LEA's final draft plan and the parts therein shall be made available to the general public. For those stakeholders that may not have access to the Internet, the LEA should make copies available upon request in accordance with the state's Open Records law (O.C.G.A § 50-18-70).

   (i) If the plan or any parts of the plan are to be presented, discussed, or acted upon at a public hearing, the specific documents must be made available to the public at least five calendar days prior to the publicly announced meeting date.

4. Annual state progress reports required under section (2)(e)1.(iii) of this rule must be presented to the LEA's LBOE at a regularly scheduled public meeting and published on the LEA's website for the duration of the contract. For those stakeholders that may not have access to the Internet, the LEA should make copies available upon request in accordance with the state's Open Records law (O.C.G.A § 50-18-70).

5. Pursuant to O.C.G.A. § 20-14-46(c), the LEA shall post in a prominent location on its website a link to where the financial information listed in subsections (a), (b), and (c)(1) through (c)(5) of the Code section can be found. This financial information includes the LEA's annual budget, personnel report, audits, and audit findings.

(d) **Contract Procedures.**

1. The GaDOE, in consultation with GOSA, shall make a recommendation to the SBOE on whether the proposed terms of the contract should be approved by the SBOE. (O.C.G.A. § 20-2-82(c))

2. For a finalized contract to be in full effect, it must be approved and signed by both the LBOE and the SBOE.

3. The SBOE shall have final authority for the acceptance and approval of accountability targets, flexibility and consequences.

4. The terms of the contract may be amended either in accordance with O.C.G.A. § 20-14-45 or only if warranted due to unforeseen circumstances determined by the SBOE and upon approval of the SBOE and the LBOE. (O.C.G.A. § 20-2-83(d))

5. In the event the LEA chooses to seek an amendment of the terms of an existing contract or seek additional flexibility, the LEA shall submit a letter of intent to the GaDOE that shall be accompanied by a LBOE resolution supporting the LEA's desire to amend the existing contract.

(e) **Monitoring and Support.**

1. As required in O.C.G.A § 20-2-84.2(b), GOSA shall:

   (i) Monitor each LEA and its schools annually with regards to their progress toward meeting the intermediate and five-year performance targets in its contract;

   (ii) Notify the GaDOE and the SBOE if the LEA is not in compliance with those targets; and

   (iii) Present annual written progress reports to the SBOE for each Strategic Waivers contract.

2. If applicable, the Strategic Waivers School System and its schools identified as turnaround eligible shall be monitored and supported in accordance with O.C.G.A. § 20-14-46*et seq.*

(f) **Title 20/No Waivers System.**

1. An LEA that elects not to request increased flexibility by June 30, 2015, must remain under all current laws, rules, regulations, policies, and procedures and:

   (i) Notify its constituents that it will be a Title 20/No Waivers system and will remain under all current laws, rules, regulations, policies, and procedures;

   (ii) Conduct a public hearing for the purpose of providing public notice that the LEA is opting to be a Title 20/No Waivers system. The public hearing shall be advertised in a local newspaper of general circulation which shall be the same newspaper in which other legal announcements of the LBOE are advertised;

   (iii) Sign a statement on a form provided by the SBOE that such LEA is opting to be a Title 20/No Waivers system;

      (I) Such form provided by the SBOE shall contain the following language at a minimum, "The (insert name of LEA) school system hereby declares its intent to remain a Title 20/No Waivers system pursuant to O.C.G.A. § 20-2-80. Further, (insert name of LEA) Board of Education understands that in opting remain a Title 20/No Waivers system, the (insert name of LEA) school system does not require waivers of law or rule and will remain under all current laws, rules, regulations, policies, and procedures."

2. Should unforeseen and subsequent circumstances arise that create a substantial hardship for a Title 20/No Waivers system, the SBOE may approve waiver requests made in accordance with O.C.G.A. § 20-2-244 and or § 50-13-9.1.

   (i) The previous statement notwithstanding, waivers cannot be granted for:

      (I) Expenditure controls and categorical allotment requirements; or

      (II) Certification requirements; or

      (III) Salary schedule requirements.

   (ii) A class size waiver can be granted if a status quo LEA can demonstrate a substantial hardship arose after its initial election to remain under all current laws, rules, regulations, policies, and procedures.

   (iii) The SBOE may approve the class size waiver request only in the limited circumstances where educationally justified and where an act of God or other unforeseen event led to the precipitous rise in enrollment within that system or led to another occurrence which resulted in the local board's inability to comply with the maximum class size requirement.

3. The SBOE is also authorized to provide a blanket waiver or variance of the class size requirements for all school systems in the state for a specified year in the event that a condition of financial exigency occurs (O.C.G.A. 20-2-244(h)).

4. An LEA that provides virtual instruction through a virtual charter school whose total student enrollment is composed of more than five (5) percent of students who reside in another local school system will be held accountable for ensuring that ninety (90) percent of QBE funds for these students are expended on virtual instruction costs in accordance with O.C.G.A. § 20-2-167.1.

5. The SBOE is authorized to sign an agreement with a Title 20/No Waivers system in accordance with O.C.G.A § 20-2-210. Such agreement shall indicate whether the system will implement a tiered teacher evaluation system and will contain the definitions of the measures needed to fulfill the requirements of the teacher and leader evaluations pursuant to state board rule 160-5-1-.37 and O.C.G.A § 20-2-210 including:

(i) A provision for a tiered evaluation system, in which reduced observations of certain teachers of record may be conducted to provide additional time for evaluators to coach and mentor new teachers and teachers with a performance rating of 'Needs Development' or 'Ineffective' pursuant to paragraph (4) of O.C.G.A § 20-2-210;

(ii) For teachers of record who teach courses that are subject to annual state assessments aligned with state standards, a definition of any additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and observations, and standards of practice that shall count for 20 percent of the evaluation.

(iii) For teachers of record who teach courses that are not subject to annual state assessments aligned with state standards, a definition of any:

(I) Student growth indicators, including the school or local school system total score on the annual state assessments that shall count for 30 percent of the evaluation; and

(II) Additional professional growth measures beyond measurements based on multiple student growth indicators, evaluations and observations, and standards of practice that shall count for 20 percent of the evaluation; and

(iv) For principals and assistant principals, a definition of the combination of achievement gap closure, Beat the Odds, and College and Career Readiness Performance Index data that shall count for 20 percent of the evaluation.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.33
Authority: O.G.C.A. §§ 20-2-80; 20-2-81; 20-2-82; 20-2-83; 20-2-84; 20-2-84.1; 20-2-84.2; 20-2-84.3; 20-2-84.4; 20-2-84.5; 20-2-84.6, 20-4-37.
History. Original Rule entitled "School District Contracts for Flexibility, and Accountability to Improve Student Achievement" adopted. F. Oct. 9, 2008; eff. Oct. 29, 2008.
Repealed: New Rule entitled "Investing in Educational Excellence (IE2): Local Education Agency Contracts for Flexibility and Accountability" adopted. F. Nov. 4, 2009; eff. Nov. 24, 2009.
Repealed: New Rule entitled "Investing in Educational Excellence (IE2) and Status Quo School Systems" adopted. F. Apr. 2, 2015; eff. Apr. 22, 2015.
Amended: New title "Strategic Waivers and Title 20/No Waivers School Systems." F. Sep. 25, 2015; eff. Oct. 15, 2015.
Amended: F. Aug. 18, 2016; eff. Sept. 7, 2016.
Amended: F. Mar. 30, 2017; eff. Apr. 19, 2017.

Amended: F. Aug. 24, 2017; eff. Sept. 13, 2017.

Rule 160-5-1-.34. Georgia Special Needs Scholarship Program.

(1) **DEFINITIONS.**

(a) **Americans with Disabilities Act, Amendments Act of 2008 -** a federal law, codified at 42 U.S.C. § 12101, *et seq*, that was enacted to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.

(b) **Authorized private school -** a private school that has submitted a completed application to the Georgia Department of Education, complies with all program requirements, and has been authorized by the State Board of Education to enroll students in the Georgia Special Needs Scholarship Program per O.C.G.A. § 20-2-2115(f).

(c) **Full-time Equivalent (FTE) -** a student count consisting of six state-funded segments per student authorized under O.C.G.A. § 20-2-161.

(d) **Georgia Department of Education (GaDOE) -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(e) **Georgia Special Needs Scholarship (GSNS**) - the Georgia Special Needs Scholarship Program, O.C.G.A. § 20-2-2110 through O.C.G.A. § 20-2-2118. The GSNS Program allows parents of eligible special needs students to transfer their children to another public school, public school system, state school, or authorized participating private school within Georgia.

(f) **Individuals with Disabilities Education Act (IDEA) -** the federal law, codified at 20 U.S.C. § 1400, *et seq*, that was enacted to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of students with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities.

(g) **Individualized Education Program (IEP) -** a written statement for each student with a disability that is developed, reviewed, and revised in accordance with Individuals with Disabilities Education Act, 20 U.S.C. § 1414(d).

(h) **Public School District** - a local school system pursuant to local board of education control and management. It is also known as a local education agency (LEA).

(i) **Parent(s)** - a biological parent, legal guardian, custodian, or other person with legal authority to act on behalf of a child.

(j) **Prior school year in attendance** - the reporting of a student as enrolled in a public school for funding purposes during the preceding October and March full-time equivalent (FTE) program counts in accordance with O.C.G.A. § 20-2-160.

(k) **Private school** - a nonpublic, sectarian or nonsectarian school, which is accredited or in the process of becoming accredited by one or more of the entities listed:

1. The Georgia Accrediting Commission;
2. The Georgia Association of Christian Schools;
3. The Georgia Private School Accreditation Council;
4. The Association of Christian Schools International;
5. The Southern Association of Colleges and Schools; and/or
6. The Southern Association of Independent Schools.

(l) **Quality Basic Education Formula (QBE Formula)** - the State of Georgia funding formula used for determining the amount of state education funds a public school district earns annually as described in O.C.G.A. § 20-2-161.

(m) **Resident school district** - the public school district in which the student would be enrolled based on his/her residence.

(n) **Scholarship** - a Georgia Special Needs Scholarship awarded pursuant to O.C.G.A. § 20-2-2114 and § 20-2-2116. A scholarship is received when a parent enrolls an eligible student in a private school participating in the GSNS Program.

(o) **State Board of Education (SBOE)** -the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(p) **State School** -the Atlanta Area School for the Deaf, Georgia Academy for the Blind or the Georgia School for the Deaf.

(2) **Public School District Requirements.**

(a) The resident school district shall provide specific written notice of the options available under the Georgia Special Needs Scholarship Program to the parent at

the initial IEP meeting in which a disability, as defined by IDEA, of the parent's child is identified. Thereafter, the resident school district must annually notify the parent of a student with a disability by letter, electronic means, or other reasonable means of the options available to the parent under the GSNS Program. Notification for the upcoming school year must take place no later than ten business days prior to the last day of the current school year.

(3) **Student Eligibility.**

(a) In order to participate in the GSNS Program, a student must meet all eligibility requirements under O.C.G.A. § 20-2-2114.

1. The student's parent(s) currently resides within Georgia and has been a Georgia resident for at least one year; provided, however, that the one-year residency requirement shall not apply if the student's parent is an active duty military service member stationed in Georgia within the previous year.

2. The student has one or more of the following disabilities:

   (i) Autism;

   (ii) Deaf/blind;

   (iii) Deaf/hard of hearing;

   (iv) Emotional and behavioral disorder;

   (v) Intellectual disability;

   (vi) Orthopedic impairment;

   (vii) Other health impairment;

   (viii) Specific learning disability;

   (ix) Speech-language impairment;

   (x) Traumatic brain injury; or

   (xi) Visual impairment.

3. The student was enrolled and reported by a public school district or public school districts for funding purposes during the preceding October and March FTE program counts of the prior school year in accordance with O.C.G.A.§ 20-2-160. The GaDOE will verify that a student has attended one full school year as required by O.C.G.A. § 20-2-2112(5) unless the student meets the military or medically fragile exceptions.

(i) Parents may request a waiver of the prior school year attendance requirement in accordance with O.C.G.A. § 20-2-2114(a)(3). Requests shall be filed with the State Board of Education.

4. The student received services under an IEP written by a public school in accordance with federal and state laws and regulations at any point during the prior school year.

(b) If a student meets the eligibility criteria, a parent has the right to request a transfer from the student's current public school to:

1. Another public school within their resident school district; or

2. Another public school outside their resident school district; or

3. One of the three State Schools for the blind or deaf, if placement is consistent with the student's IEP; or

4. A private school authorized to participate in the GSNS Program. The student must be accepted for admission to an eligible private school participating in the GSNS Program.

(c) The following students are not eligible for the program:

(i) Toddler and Pre-K students;

(ii) Home school students;

(iii) Students in residential treatment facilities that were privately placed by their parents;

(iv) Students attending a Department of Juvenile Justice School; and/or

(v) Students otherwise not eligible per O.C.G.A. § 20-2-2114.

(4) **Private School Eligibility Requirements.**

(a) In order to participate in the GSNS Program, a private school must comply with all requirements under O.C.G.A. §§ 20-2-690 and 20-2-2115.

1. The private school must be physically located in the state of Georgia where students attend classes and have direct contact with the school's teachers.

2. The private school shall either be:

(i) Accredited by one of the entities defined in O.C.G.A. § 20-3-519(6)(A); or

(ii) In the process of becoming accredited. A private school which was in process of receiving accreditation at the time it was authorized by the State Board of Education to participate in the GSNS Program must demonstrate it is making significant progress as defined by the GaDOE in program guidance toward receiving full accreditation by the end of the first school year of its participation. A private school that cannot demonstrate it is making significant progress toward receiving full accreditation with an accrediting agency will be removed from the authorized private school list until the school receives full accreditation from an agency listed in O.C.G.A.§ 20-3-519(6)(A)). A private school that does not receive full accreditation by the end of the second year of its participation will be removed from the authorized private school list until the school receives full accreditation from an agency listed in O.C.G.A. § 20-3-519(6)(A).

3. The private school must demonstrate fiscal soundness to the GaDOE by being in operation as a private school in Georgia for at least one full school year or by submitting financial documentation for the school that complies with uniform financial accounting standards established by the GaDOE and conducted by a Certified Public Accountant per O.C.G.A.§ 20-2-2115(2).

4. The private school must employ or contract only with teachers who hold a baccalaureate or higher degree or have at least three years of experience in either education or health.

5. The private school must meet applicable state and local health, safety, and welfare laws, codes, and rules.

6. The private school must comply with 42 U.S.C. Section 2000(d), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) Amendments Act of 2008.

7. Before a teacher is assigned an eligible student participating in the GSNS Program, the private school must conduct criminal background checks of such teacher to ensure that potential educational employees have not been convicted of crimes that could invalidate their acceptability for employment. The school shall maintain documentation of this process. The private school shall have protocol in place and take proper administrative action in the event a criminal background check or other inspection reveals criminal history.

8. To be considered for participation in the GSNS Program a private school must submit a completed application by the deadline defined in law O.C.G.A.§ 20-2-2115(e).

(5) **Private School Participation Requirements**

(a) The private school must be physically located in the state of Georgia where students physically attend classes and have direct contact with the school's teachers. The private school must offer a program of instruction sufficient to allow students to maintain regular attendance to meet the minimum compulsory attendance requirements of 180 days of instruction for 4.5 hours per day or its equivalent as required by O.C.G.A. § 20-2-690.

(b) The private school shall provide clear written descriptions of academic progress to the parents of GSNS students during a school year.

(c) The private school shall employ or contract only with teachers who hold a baccalaureate or higher degree or have at least three years of experience in either education or health.

(d) The private school shall annually provide in writing to parents the relevant credentials of the teachers who are teaching their children.

(e) The private school shall report quarterly or as directed by the GaDOE the enrolled roster of eligible and approved scholarship students on dates specified by the GaDOE.

(f) The private school shall administer valid and reliable pre- and post-academic assessments to GSNS students. The private school shall report in writing to the parent and the GaDOE the results of the pre- and post-academic assessments.

(g) The private school shall notify parents of students participating in the GSNS Program immediately if the private school becomes ineligible to participate in the GSNS Program.

(h) The private school shall ensure that requests for information and access to a school for monitoring and evaluation purposes by the GaDOE are provided in a timely manner.

(i) The private school shall annually submit a completed and signed GSNS compliance form as developed by the GaDOE and available in program guidance.

(i) Failure by a private school to comply with any applicable state or federal law or regulation may result in the removal of the school from the Georgia Special Needs Scholarship authorized private school list.

(6) **Parent Responsibilities for Selecting Eligible Private Schools**

(a) A parent must submit a scholarship application for an eligible student to the GaDOE by September 15, December 15, and February 15 during a school year.

(b) In order to be eligible to receive funds through the GSNS Program, a parent must enroll a child at a private school authorized by the State Board of Education to participate in the GSNS Program by the deadline established annually by the GaDOE.

(c) When selecting a private school which is participating in the GSNS Program, an eligible parent must provide a copy of the scholarship award sheet that applies to the current school year to the authorized private school of choice. If a parent fails to notify a private school of a student's eligibility, the student will not be eligible to receive a scholarship.

(d) A student cannot be dually enrolled at a public and private school and receive a scholarship. Once accepted into a private school, a parent must withdraw his or her child from the public school. The parent may be required to submit appropriate withdrawal documentation to the public school.

(e) Acceptance of scholarship shall have the same effect as a parental refusal to consent to services in a public school pursuant to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Section 1400, *et seq.* Acceptance of a scholarship waives a parent's rights under IDEA therefore, a private school is not required to follow a student's IEP developed by the public school. Nonetheless, refusal of services does not meet the standard of revocation under IDEA. (34 C.F.R. § 300.9) Therefore, the regulations regarding proportionate share for students parentally placed in private schools shall apply to students who receive a scholarship under this Rule. (34 C.F.R. §§ 300.132-133 and Ga. Rules & Regs. 160-4-7-.13(3))

(f) When enrolling a student in an eligible private school, the parent assumes full financial responsibility for all educational costs incurred at the eligible private school.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.34
Authority: O.C.G.A. §§ 20-2-2110 - 20-2-2118, 20-2-160, 20-2-161,20-3-519, 49-5-110.
History. Original Rule entitled "Georgia Special Needs Scholarship Program" adopted F. Jan. 14, 2010; eff. Feb. 3, 2010.
Amended: F. Nov. 5, 2015; eff. Nov. 25, 2015.

Rule 160-5-1-.35. Seclusion and Restraint for All Students.

(1) **DEFINITIONS**

(a) **Chemical restraint -** any medication that is used to control behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition. Use of chemical restraint is prohibited in Georgia public schools and educational programs.

(b) **Mechanical restraint -** the use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation. Use of Mechanical restraint is prohibited in Georgia public schools and educational programs.

(c) **Physical restraint -** direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include prone restraint, mechanical restraint, or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

(d) **Prone restraint -** a specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. Use of prone restraint is prohibited in Georgia public schools and educational programs.

(e) **Seclusion -**a procedure that isolates and confines the student in a separate area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion may also be referred to as monitored seclusion, seclusion timeout, or isolated timeout. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student, time-out as defined in paragraph (1)(g) of this rule, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room. Use of seclusion is prohibited in Georgia public schools and educational programs.

(g) **Time-out -** a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

(2) REQUIREMENTS

(a) The use of seclusion is prohibited in Georgia public schools and educational programs.

(b) The use of prone restraint is prohibited in Georgia public schools and educational programs.

(c) The use of mechanical restraint is prohibited in Georgia public schools and educational programs.

(d) The use of chemical restraint is prohibited in Georgia public schools and educational programs.

(e) The use of physical restraint is prohibited in Georgia public schools and educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

1. Notwithstanding the foregoing, physical restraint is prohibited in Georgia public schools and educational programs:

   (i) as a form of discipline or punishment,

   (ii) when the student cannot be safely restrained, and

   (iii) when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.

(f) All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

(g) Schools and programs that use physical restraint in accordance with paragraph (2)(e) of this rule must develop and implement written policies to govern the use of physical restraint. Parents must be provided information regarding the school or program's policies governing the use of physical restraint. The written policies must include the following provisions:

1. Staff and faculty training on the use of physical restraint and the school or programs policy and procedures,

2. Written parental notification when physical restraint is used to restrain their student within a reasonable time not to exceed one school day from the use of restraint,

3. Procedures for observing and monitoring the use of physical restraint.

4. The use of physical restraint to be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

5. Procedures for the periodic review of the use of restraint and the documentation described in paragraph (2)(g)4.

(h) Schools and programs that use physical restraints in accordance with paragraph (2)(e) of this rule, must ensure that staff and faculty are trained in the use of physical restraint. This training shall be provided as a part of a program which addresses a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques. Schools and programs must maintain written or electronic documentation on training provided and the list of participants in each training. Records of such training must be made available to the Georgia Department of Education or any member of the public upon request.

(i) Nothing in this rule shall be construed to interfere with a school system, school or program, or school or program employee's authority to utilize time-out as defined in paragraph (1)(g) of this rule or any other classroom management technique or approach, including a student's removal from the classroom, that is not specifically addressed in this rule.

(j) Nothing in this rule shall be construed to prohibit a school system, school, or program employee from taking appropriate action to diffuse a student fight or altercation.

(k) Nothing in this rule shall be construed to eliminate or restrict the ability of an employee of a school system, school or program to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury. Nothing in this rule shall be construed to impose ministerial duties on individual employees of a school system, school or program when acting to protect students or others from imminent harm or bodily injury.

(l) In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in these rules shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

1. Parents must be immediately informed when students are removed from the school or program setting by emergency medical or law enforcement personnel.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.35
Authority: O.C.G.A. Sec. 20-2-240.
History. Original Rule entitled "Seclusion and Restraint for All Students" adopted. F. July 9, 2010; eff. July 29, 2010.

Rule 160-5-1-.36. Local School Board Governance.

(1) **DEFINITIONS.**

(a) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(b) **Immediate Family Member** - a spouse, child, sibling, or parent or the spouse of a child, sibling, or parent.

(c) **Local Board of Education** - a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(d) **Local Educational Agency (LEA)** - local school system pursuant to local board of education control and management.

(e) **Meeting** - a gathering of members of a board of education that is subject to the Georgia Open Meetings Act, O.C.G.A. § 50-14-1, et. seq.

(f) **State Board of Education (SBOE)** - the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(g) **Vacancy** - a position on a local board of education that is unoccupied and there is no incumbent who has a lawful right to the position. A vacancy may occur for any reason detailed in O.C.G.A. § 45-5-1, including resignation or death, for any reason detailed in O.C.G.A. § 20-2-51, or for any other reason provided by operation of general or local laws.

(2) **REQUIREMENTS.**

(a) The State Board of Education shall adopt a model code of ethics for members of local boards of education by October 1, 2010. Such model code of ethics shall also include appropriate consequences for violation of a provision or provisions of such code. The State Board of Education may periodically adopt revisions to such model code as it deems necessary.

1. Within three months of adoption by the State Board of Education of a model code of ethics pursuant to subsection (2)(a) of this rule, each local board of

education shall adopt a code of ethics that includes, at a minimum, such model code of ethics. Each local board of education shall incorporate into its code of ethics any revisions adopted by the State Board of Education to the model code of ethics pursuant to subsection (2)(a) of this rule within three months of adoption of such revisions.

2. Each local board of education shall adopt its code of ethics and any revisions thereto at a regularly scheduled meeting.

3. A local board of education shall not adopt or follow any code of ethics which prevents the members of such board from discussing freely the policies and actions of such board outside of a board meeting. This shall not apply to any matter or matters discussed in executive session or which are exempt from disclosure under Code 50-18-72.

4. Each local board of education shall submit a copy of its code of ethics and any revisions thereto to the Georgia Department of Education in accordance with GaDOE's *Guidance for the Local School Board Governance Rule.*

(b) The State Board of Education shall adopt a training program for members of local boards of education by July 1, 2011. The State Board of Education may periodically adopt revisions to such training program as it deems necessary.

1. Within three months of adoption by the State Board of Education of a training program pursuant to paragraph (3)(b) of this rule, each local board of education shall adopt a training program for members of such boards that includes, at a minimum, such training program and requirements established by the State Board of Education pursuant to paragraph (3)(b) of this rule. Each local board of education shall incorporate any revisions adopted by the State Board of Education to the training program within three months of adoption of such revisions.

2. Each local board of education shall adopt its training program and any revisions thereto at a regularly scheduled meeting.

3. Each local board of education shall submit a copy of its training program and any revisions thereto to the GaDOE in accordance with GaDOE's *Guidance for the Local School Board Governance Rule*.

(c) In addition to any other requirements provided by law, and as required by O.C.G.A. § 20-2-51(e), no person shall be eligible for election as a member of a local board of education unless he or she:

1. Has read and understands the code of ethics and the conflict of interest provisions applicable to members of local boards of education and has agreed to abide by them; and

2. Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of local boards of education, the code of ethics of the local board of education, and the conflict of interest provisions applicable to members of local boards of education.

(d) Each person offering his or her candidacy for election as a member of a local board of education shall file an affidavit with the officer before whom such person has qualified for such election prior to or at the time of qualifying, which affidavit shall affirm that he or she meets all of the qualifications required pursuant to O.C.G.A. § 20-2-51(e). This paragraph shall apply only to local board of education members elected or appointed on or after July 1, 2010.

(e) In addition to any other requirements provided by law and in accordance with O.C.G.A. § 20-2-51, no person shall be eligible for election as a member of a local board of education who:

1. Is not a resident of the Local Education Agency in which that person seeks election and of the election district which such person seeks to represent. Whenever there is in a portion of any county LEA having a board of education of its own, receiving its pro rata of the public school fund directly from the Georgia Department of Education and having no dealings whatever with the local board, then the members of the board of such county shall be selected from that portion of the county not embraced within the territory covered by such LEA.

   (i) Whenever a member of a local board of education moves that person's domicile from the district which that person represents, such person shall cease to be a member of such local board of education, and a vacancy shall occur. The member shall provide notice of such move to the secretary of the local board of education and the election superintendent within ten days of such move.

2. Serves on the governing body of a private elementary or secondary educational institution.

3. Is employed by the local board of education for which that person seeks election.

4. Is employed by the Georgia Department of Education or serves on the State Board of Education; or

5. Is on the National Sex Offender Registry or the state sexual offender registry.

(3) **LOCAL BOARD OF EDUCATION SIZE.**

(a) In accordance with O.C.G.A. § 20-2-52, each local board of education shall have no more than seven members as provided by local Act.

1. Paragraph (3)(a) shall not apply to a local board of education whose board size exceeds seven members as provided by local constitutional amendment or federal court order or pursuant to a local law in effect prior to July 1, 2010; provided, however, that if the local law of any such local board of education is amended to revise the number of members on such board, paragraph (3)(a) shall apply.

(4) **COMPENSATION FOR MEMBERS OF LOCAL BOARDS OF EDUCATION.**

(a) In accordance with O.C.G.A. § 20-2-55, members of local boards of education who were elected or appointed prior to July 1, 2010 shall be compensated in accordance with the following:

(1) In any LEA for which no local Act is passed, members of the local board of education shall, when approved by the local board affected, receive a per diem of $50.00 for each day of attendance at meetings of the board and while meeting and traveling within or outside the state as a member of a committee of the board on official business first authorized by a majority of the board, plus reimbursement for actual expenses necessarily incurred in connection therewith.

(2) Notwithstanding paragraph (4)(a)(1), in any independent LEA with a full-time equivalent (FTE) program count of less than 4,000 students for which no local Act is passed, members of the local board of education may, when approved by the affected local board, receive a per diem of not less than $50.00 and not more than $100.00 for each day of attendance at meetings of the board and while meeting and traveling within or outside the state as a member of a committee of the board, plus reimbursement for actual expenses.

(b) In accordance with O.C.G.A. § 20-2-55, members of local boards of education who were elected or appointed after July 1, 2010 shall be compensated in accordance with the following:

(1) In any local school system for which no local Act is passed, members of the local board of education shall, when approved by the local board affected, receive a per diem of $50.00 for each day of attendance at a

meeting of the board, plus reimbursement for actual expenses necessarily incurred in connection therewith.

(2) Notwithstanding paragraph (4)(b)(1)in any independent school system with a full-time equivalent (FTE) program count of less than 4,000 students for which no local Act is passed, members of the local board of education may, when approved by the affected local board, receive a per diem of not less than $50.00 and not more than $100.00 for each day of attendance at a meeting plus reimbursement for actual expenses.

(c) The accounts for service and expenses of members of local boards of education shall be submitted for approval to the local school superintendent.

(d) The compensation of members of local boards shall be paid only from the local tax funds available to local boards for educational purposes.

(e) All local boards of education are authorized to pay such board members for attendance at a required training program the same per diem as authorized by local or general law for attendance at regular meetings, as well as reimbursement of actual expenses for travel, lodging, meals, and registration fees for such training, either before or after such board members assume office.

(5) **NEPOTISM.**

(a) Each local board of education shall adopt policies regarding nepotism. Local board of education policies regarding nepotism shall, at a minimum, include the following provisions:

1. No person who has an immediate family member sitting on a local board of education or serving as the local school superintendent or as a principal, assistant principal, or system administrative staff in the LEA shall be eligible to serve as a member of such local board of education provided that the immediate family member's employment in his or her position in the LEA began on or after January 1, 2010. This paragraph shall apply only to local board of education members elected or appointed on or after July 1, 2009. Nothing in this paragraph shall affect the employment of any person who is employed by an LEA on or before July 1, 2009, or who is employed by an LEA when an immediate family member becomes a local board of education member for that LEA.

2. Notwithstanding O.C.G.A. § 20-2-244(b), in LEAs in which the initial fall enrollment count conducted in 2009 pursuant to O.C.G.A. § 20-2-160 does not exceed a full-time equivalent count of 2,800, the State Board of Education shall be authorized to waive paragraph (5)(a)(1) of this rule upon the request of a local board of education or an individual attempting to

qualify to run for local board of education member and in accordance with the provisions of subsections (d) and (e) of O.C.G.A. § 20-2-244.

(i) Prior to submitting waiver request pursuant to this paragraph, the local board of education shall, upon its own initiative, or at the request of such individual attempting to qualify to run for local board of education member:

I. Provide 30 days' notice of the individual's intent to run for office; and

II. Conduct a public hearing for the purpose of providing an opportunity for full discussion and public input on the issue of potential nepotism problems and other concerns with regard to such waiver. The public hearing shall be advertised at least seven days prior to the date of such hearing in a local newspaper of general circulation which shall be the same newspaper in which other legal announcements of the local board of education are advertised. The public hearing may be conducted in conjunction with a regular or called meeting of the local board or may be conducted independently, at the local board's discretion. The cost of such notice and public hearing shall be borne by the local board.

(ii) A local board of education seeking a waiver pursuant to this paragraph shall submit a written waiver request that contains, at a minimum:

(I) Identification of the specific laws, rules, regulations, policies, procedures, or provisions that are requested for waiver;

(II) A description of the laws, policies and procedures the school or school system shall substitute for the waived rules, regulations, policies, procedures, or provisions;

(III) A description of any familial relationship that is the subject of the waiver request.

(IV) A description of how the proposed waiver will improve student performance;

(V) A description of the students who will be affected by the proposed waiver, including their estimated number, current performance, grade level, and any common demographic traits;

(VI) A list of schools by name that will be affected by the proposed waiver, and a description of each school, including current performance, grade levels, and demographic traits of the students of each such school;

(VII) Methods for collection of data, and for measuring and evaluating any change in student performance resulting from the proposed waiver;

(VIII) The period of time for which the proposed waiver is requested and the proposed starting date; and

(IX) A resolution from the local school board approving or disapproving the waiver request and outlining the reasons for its approval or disapproval.

(X) A description of any public comment received at the public hearing held pursuant to (5)(a)(2)(i)(II) of this rule.

(iii) The State Board of Education may grant or deny a waiver request, or grant a waiver request subject to specified modifications in the waiver request.

(iv) The State Board of Education shall approve or deny a waiver request pursuant to this paragraph no later than 45 days after receipt of such waiver request, taking into consideration whether the benefit to the public would justify approval of the waiver.

(v) An approved waiver must be received by the local election superintendent prior to an individual's filing of a declaration or notice of candidacy in accordance with Article 4 of Chapter 2 of Title 21 of the Official Code of Georgia.

3. No person shall be eligible to be appointed, employed, or to serve as superintendent of schools of any county or independent LEA who has an immediate family member sitting on the local board of education for such LEA or who has an immediate family member hired as or promoted to a principal, assistant principal, or system administrative staff on or after July 1, 2009, by that LEA provided that the immediate family member's employment in his or her position in the LEA began on or after January 1, 2010. Nothing in this Code section shall affect the employment of any person who is employed by a LEA on or before July 1, 2009, or who is

employed by a LEA when an immediate family member becomes the superintendent for that LEA.

(6) **SANCTIONING MEMBERS OF LOCAL BOARDS OF EDUCATION.**

(a) No local board of education member shall:

1. Use or attempt to use his or her official position to secure unwarranted privileges, advantages, or employment for himself or herself, his or her immediate family member, or others.

2. Act in his or her official capacity in any matter where he or she, his or her immediate family member, or a business organization in which he or she has an interest has a material financial interest that would reasonably be expected to impair his or her objectivity or independence of judgment. Compliance with O.C.G.A. § 20-2-505 shall not constitute a violation of this subparagraph.

3. Solicit or accept or knowingly allow his or her immediate family member or a business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, political contribution, service, promise of future employment, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local board of education member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local board of education member in the discharge of his or her official duties. For purposes of this subparagraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of O.C.G.A. § 16-10-2.

4. Use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, his or her immediate family member, or any business organization with which he or she is associated.

5. Shall represent, either in his or her individual capacity or through a or business organization in which he or she has an interest, any person or party other than the local board of education or LEA in connection with any

cause, proceeding, application, or other matter pending before the LEA in which he or she serves or in any proceeding involving the LEA in which he or she serves.

6. Be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the local board of education member or his or her immediate family member in return therefor.

7. Disclose or discuss any information which is subject to attorney-client privilege belonging to the local board of education to any person other than other board members, the board attorney, the local school superintendent, or persons designated by the local school superintendent for such purposes unless such privilege has been waived by a majority vote of the whole board.

8. Also be an officer of any organization that sells goods or services to that LEA, except as provided in O.C.G.A. § 20-2-505 and excluding nonprofit membership organizations.

9. Be deemed in conflict with paragraph (6)(a) of this rule, if, by reason of his or her participation in any matter required to be voted upon, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

(b) Upon a motion supported by a two-thirds' vote, a local board of education may choose to conduct a hearing concerning the violation by a local board of education member of any conflict of interest provision in paragraph (6)(a) of this rule or O.C.G.A. § 20-2-63. Such hearing shall be conducted in accordance with the policies and procedures adopted by the local board in accordance with State Board of Education Rule 160-1-3-.04 SCHOOL LAW TRIBUNALS AND APPEALS, provided that the local board of education member accused of violating said provision shall have 30 days' notice prior to a hearing on the matter, and said accused member may bring witnesses on his or her behalf. Further, the local board of education may call witnesses to inquire into the matter. If it is found by a vote of two-thirds of all the members of the board that the accused member has violated a conflict of interest provision contained in paragraph (6)(a) of this rule or O.C.G.A. § 20-2-63, the local board shall determine an appropriate sanction. This subparagraph shall apply only to local board of education members elected or appointed on or after July 1, 2010.

(c) A board member subject to sanction pursuant to paragraph (6)(b) of this rule may, within 30 days of such sanction vote, appeal such decision to the State Board of

Education, in accordance with the procedures set forth in paragraph (4) of State Board of Education Rule 160-1-3-.04 SCHOOL LAW TRIBUNALS AND APPEALS. The State Board of Education shall affirm or reverse the decision to sanction such board member in accordance with the procedures set forth in paragraph (4) of State Board of Education Rule 160-1-3-.04 SCHOOL LAW TRIBUNALS AND APPEALS.

(7) **SUSPENSION OF LOCAL BOARDS OF EDUCATION.**

(a) Any accrediting agency included in subparagraph (6.1)(A) of O.C.G.A. § 20-3-519 shall notify in writing the State School Superintendent upon placing any LEA or school on the level of accreditation immediately preceding the loss of accreditation for school board governance reasons. Such notice shall include the reason or reasons for the decision of the accrediting agency.

(b) Notwithstanding O.C.G.A. § 20-2-54.1 or any other provisions of law to the contrary, if an LEA or school is placed on the level of accreditation immediately preceding loss of accreditation for school board governance related reasons by one or more accrediting agencies included in subparagraph (6.1)(A) of O.C.G.A. § 20-3-519, the local board of education shall notify the State board of Education in writing within three business days of such placement and the State Board of Education shall conduct a hearing in not less than ten (10) days of such notice nor more than ninety (90) days and recommend to the Governor whether to suspend all eligible members of the local board of education with pay. A majority of the members of a local board of education may petition the State Board of Education to continue any hearing scheduled under this subsection. Upon a showing of good cause, the State Board may in its sound discretion continue any such hearing. Notwithstanding any other provision of law, deliberations held by the State Board of Education pursuant to this subsection to formulate its recommendation to the Governor shall not be open to the public; provided however, that testimony shall be taken in an open meeting and a vote on the recommendation shall be taken in an open meeting following the hearing or at the next regularly scheduled meeting. If the State Board of Education makes such recommendation, the Governor may, in his or her discretion, suspend all eligible members of the local board of education with pay and, in consultation with the State Board of Education, appoint temporary replacement members who shall be otherwise qualified to serve as members of such board. Any temporary replacement members appointed pursuant to this paragraph or O.C.G.A. § 20-2-73 shall serve until the completion of the suspension or until the seat becomes vacant, whichever occurs first.

(c) All hearings pursuant to paragraph (7)(b) of this rule shall be conducted by the State Board of Education, a committee thereof, or a hearing officer appointed by the State Board of Education, who shall hold all hearings pursuant to the following procedures:

1. The presiding officer shall notify the parties of the time and place of the hearing.

2. All witnesses shall testify under oath and shall be subject to cross-examination.

3. The presiding officer shall require the testimony and other evidence to be transcribed by a court reporter or recorded by other appropriate means.

4. The strict rules of evidence prevailing in courts of law shall not be applicable.

5. At the conclusion of the hearing, or within 15 days thereafter, the State Board of Education shall notify the Governor and the parties of its decision in writing.

(d) Any suspended board member may petition the Governor for reinstatement as provided in O.C.G.A. § 20-2-73. Any suspended board member who is reinstated by the Governor pursuant to O.C.G.A. § 20-2-73 may be reimbursed by the local board of education for his or her reasonable attorney's fees and related expenses incurred in pursuing such reinstatement.

(e) Paragraph (7) of this rule shall apply only to a local school system or school which is placed on the level of accreditation immediately preceding loss of accreditation on or after April 20, 2011. Paragraph (7) of this rule shall apply only to local board of education members who were serving on the local board at the time the accrediting agency placed the local school system or school on the level of accreditation immediately preceding loss of accreditation.

(f) A local board of education shall not expend any public funds for attorney's fees or expenses of litigation relating to proceedings initiated pursuant to O.C.G.A. § 20-2-73 except to the extent such fees and expenses are incurred prior to and through the recommendation of the State Board as provided for in O.C.G.A. § 20-2-73. However, nothing in O.C.G.A. § 20-2-73 shall be construed to prohibit an insurance provider from covering attorney's fees or expenses of litigation under an insurance policy.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.36
Authority: O.C.G.A §§ 20-2-51, 20-2-54.1, 20-2-63, 20-2-72, 20-2-73, 20-2-230, 20-2-240.
History. Original Rule entitled "Local School Board Governance" adopted. F. Oct. 14, 2010; eff. Nov. 3, 2010.
Amended: F. Jan. 16, 2014; eff. Feb. 5, 2014.
Amended: F. Sep. 22, 2016; eff. Oct. 12, 2016.

Rule 160-5-1-.37. Teacher and Leader Evaluations.

(1) **DEFINITIONS.**

(a) **Annual Evaluation** - an evaluation of job performance based on multiple measures, including student and professional growth and classroom observations, that yields a cumulative rating of Exemplary, Proficient, Needs Development, or Ineffective.

(b) **Assistant principal** - a person charged with assisting the principal in the overall administration of a school, including coordinating and directing school activities.

(c) **Flexibility Contract** - a performance-based contract between the State Board of Education and the Local Board of Education or among the State Board of Education, Local Board of Education, and charter school that permits the waiver of certain provisions of Title 20 and State Board of Education Rules.

(d) **Formative Assessment -** rubric-based evaluation method, by which performance related to quality performance standards can be evaluated, that is conducted multiple times during the school year that are used to inform the final score achieved on the annual evaluation.

(e) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(f) **Governor's Office of Student Achievement (GOSA)** - the state agency mandated by O.C.G.A. § 20-14-26 to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards.

(g) **Georgia Professional Standards Commission (GaPSC)** - the state agency created by O.C.G.A. § 20-2-983 and authorized to assume full responsibility for the certification, preparation and conduct of certified, licensed or permitted personnel employed in Georgia, and the development and administration of teacher certification testing.

(h) **Local Educational Agency (LEA)** - local school system, charter system, state charter school authorized by the State Charter Schools Commission of Georgia or a state chartered special school approved by the Georgia State Board of Education.

(i) **Local Unit of Administration (LUA)** - a local education agency or a regional educational service agency.

(j) **Other Agreement** - The required two-party agreement between the State Board of Education and a Local Board of Education that is a Title 20/ No Waiver school system, which defines the measures required to fulfill the requirements of the teacher and leader evaluations.

(k) **Principal** - the person who serves as administrative head of a school, and who is responsible for the coordination and direction of all school activities.

(l) **Regional Education Service Agency (RESA)** - an agency established to provide shared services to improve the effectiveness of educational programs and services of LEAs and to provide direct instructional programs to selected public school students.

(m) **School Climate** - the quality and character of school life as measured by the School Climate Star Rating.

(n) **State Board of Education** - the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(o) **Summative Performance Evaluation -** Performance standards and appraisal rubric based method of evaluation for teachers, principals, and assistant principals conducted throughout the year resulting in a single score.

(p) **Teacher of Record** - any GaPSC certificate holding educator, who is responsible for a specified portion of a student's learning activities that are within a subject/course and are aligned to performance measures.

(2) **REQUIREMENTS.**

(a) GaDOE shall develop a system to evaluate teachers, assistant principals, and principals. The evaluation system developed by GaDOE shall use multiple measures aligned with impacts on student achievement and prioritize growth in student achievement and professional growth.

1. All teachers shall receive orientation regarding the requirements of the state-adopted teacher and leader evaluation system prior to the individual being observed using the evaluation system.

2. All charter system, strategic waiver system, Title 20/No Waivers system, and charter school teachers, assistant principals, and principals shall be evaluated pursuant to this rule to the same extent as other public school teachers, assistant principals and principals.

3. Student growth shall not include the test scores of any student who has not been in attendance for at least 90% of the instructional days of the assessed course.

(b) Local Education Agencies shall adhere to the processes, guidelines and procedures as set forth in the latest versions of the Teacher Keys Effectiveness System Implementation Handbook and the Leader Keys Effectiveness System Implementation Handbook promulgated by the Georgia Department of Education.

However, whenever a procedural deficiency of this rule, the Teacher Keys Effectiveness System Implementation Handbook, or the Leader Keys Effectiveness System Implementation Handbook is alleged, a hearing officer, Local Board of Education, or other appropriate official may find that an employee received a fair and adequate evaluation if the procedural inadequacies did not substantially or materially affect the employee's final rating.

(c) The evaluation system developed by GaDOE for teachers of record shall include:

1. Growth in student achievement on annual state assessments for teachers of record who teach courses that are subject to annual state assessments, which shall count for 30% of the evaluation for such teachers;

2. Growth in student achievement for teachers of record who teach courses that are not subject to annual state assessments shall count for 30% of the evaluation. Student growth shall include at least one student growth measure and may utilize other student growth indicators, including the school or LEA total score on state assessments as allowed by the Flexibility Contract or Other Agreement;

   (i) This does not require a student growth measurement for every student taking a course not subject to annual state assessments aligned with state standards.

3. For teachers who teach courses that are subject to annual state assessment and also courses that are not subject to annual state assessments, the student growth measure for the course subject to annual state assessments shall count for 30% of the evaluation for such teachers.

4. Professional growth shall count for 20% of the evaluation for all teachers. Professional growth shall be measured by progress toward or attainment of professional growth goals as determined by the results of the pre-evaluation conference, midyear evaluation conference and the summative conference; and

5. Multiple classroom observations shall count for 50% of evaluation for all teachers.

   (i) Observations shall be conducted by an appropriately trained and credentialed evaluator, using clear and consistent observation rubrics;

   (ii) Classroom observations may be supplemented with additional measures aligned with student achievement and professional growth.

(d) The evaluation system developed by GaDOE for assistant principals and principals shall include:

1. Growth in student achievement on annual state assessments shall count for 40% of the evaluation;

2. School climate shall count for 10% of the evaluation;

3. A combination of achievement gap closure, Beat the Odds, and College and Career Readiness Performance Index (CCRPI) data shall count for 20% of the evaluation as allowed by the Flexibility Contract or Other Agreement; and

4. The results of multiple school observations, evaluations and standards of practice shall count for 30% of the evaluation.

(e) To ensure proper implementation of the evaluation system, GaDOE shall:

1. Establish processes and requirements to determine the teacher of record for purposes of assigning student achievement scores to a teacher in evaluating the teacher's performance;

2. Establish processes for roster verification and student teacher linkages in order to assign the student's achievement scores to the teacher for the purposes of evaluating the teacher's performance;

3. Establish minimum training and credentialing requirements for evaluators of teachers and principals; and

4. Provide data systems to support the professional growth of teachers and leaders and facilitate human capital management.

(f) The evaluation system, as set forth in Section (2)(a), shall annually culminate in a final rating that categorizes every teacher of record, assistant principal, and principal on one of four levels designated as "Exemplary," "Proficient," "Needs Development," or "Ineffective."

(g) A rating of "Ineffective" constitutes evidence of incompetency. However a rating other than "ineffective" does not preclude a finding of cause based on incompetency under O.C.G.A. § 20-2-940(a)(1).

(h) All personnel employed by an LUA, including LEA superintendents, shall have their performance evaluated annually by appropriately trained and credentialed evaluators.

1. The evaluation of the LEA superintendent shall be conducted by the local board of education.

2. Each annual evaluation shall be included in the respective individual's personnel file and be confidential as provided by paragraph (2)(s) of this rule and O.C.G.A. § 20-2-210.

(i) Each LEA and all charter schools shall implement the evaluation system developed by GaDOE and adopted by the State Board of Education in accordance with this rule and O.C.G.A. § 20-2-210 for all teachers of record, assistant principals, and principals.

(j) Each LEA shall provide written notice in advance of each school year to each teacher of record, assistant principal, and principal of the evaluation measures and any specific indicators that will be used for such evaluation.

(k) Each LEA shall ensure that all teachers of record, assistant principals, and principals have a pre-evaluation conference, midyear evaluation conference, and a summative evaluation conference. The conference shall include the individual being evaluated, his or her supervisor, and the evaluator, unless otherwise agreed upon by the individual being evaluated and the LEA. The conference shall inform the individual being evaluated of the expected level of performance specific indicators that will be used to measure progress of the individual on formative and summative performance evaluations.

(l) All teachers of record, assistant principals, and principals shall be notified by the LEA of and have access to the results of the annual evaluation and any formative and summative observations conducted through the school year conducted as part of the evaluation system. This notification and access must be provided within ten (10) working days of the evaluation or observation.

(m) A teacher of record, assistant principal, or principal, or an evaluator of any such individuals, may request a conference within ten working days of the notice of results of a formative observation. This conference must be provided within ten working days of the request.

(n) An LEA may include a tiered observation system.

1. The LEA may reduce the observations of teachers of record who provide assistance in coaching or mentoring new teachers and teachers with a performance rating of "Need Development" or "Ineffective."

2. The LEA may also reduce the observations for teachers with a minimum of three (3) years' of teaching experience and a performance rating of "Proficient" or "Exemplary" in the previous year.

3. No teacher of record shall have less than two classroom observations and one summative evaluation for a school year.

(o) Each LEA, including all charter schools, shall report, in a manner to be determined by the GaPSC the evaluation status of a teacher of record, assistant principal, or principal to the GaPSC for any teacher, assistant principal or principal who receives an "Ineffective" or "Needs Development" rating on his or her annual evaluation.

(p) Any individual who receives a combination of "Ineffective" or "Needs Development" on the annual evaluation for any two years in a five-year certificate period shall not be eligible to receive a renewable certificate issued by the GaPSC until he or she demonstrates that the performance deficiency has been satisfactorily addressed. The GaPSC may issue a nonrenewable certificate to an individual that receives an "Ineffective" or "Needs Development" rating in accordance with its rules, practices, and procedures.

(q) Each superintendent shall identify an appropriately trained and credentialed evaluator for each person for which an annual evaluation must be conducted.

(r) Except as otherwise provided in O.C.G.A. § 20-2-948, each LEA shall base decisions regarding retention, promotion, compensation, dismissals, and other staffing decisions, including transfers, placements, and preferences in the event of reductions in force, primarily on the results of the evaluations developed as required by this rule and O.C.G.A. § 20-2-210.

1. Such evaluation results shall also be used by the LEA to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for teachers, assistant principals, and principals, as appropriate, aligned to the teacher's, assistant principal's, or principal's needs as identified in his or her evaluation.

(s) All records, including surveys and evaluation instruments, associated with individual performance evaluations conducted pursuant to this rule and O.C.G.A. § 20-2-210 shall be confidential and not subject to public disclosure, including under the Georgia Open Records Act (O.C.G.A. § 50-18-70*et. seq.*).

1. Each LEA shall report performance data to the Georgia Department of Education in a format approved by the State Board of Education.

2. Any current or former public school employee may execute a release authorizing the LEA/LUA to release his or individual performance data or evaluation data to a third party as specified in the release.

(t) GaDOE may release employee performance data, except to the extent data is personally identifiable to any public school employee. However, GaDOE may, through an agreement with the GOSA, share individual employee data with the GOSA for the purposes of improving postsecondary educator preparation so long

as the GOSA agrees that it will not disclose personally identifiable information about any public school employee.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.37
Authority: O.C.G.A. §§ 20-2-200; 210; 240.
History. Original Rule entitled "Teacher and Leader Evaluations" adopted. F. Apr. 14, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. July 14, 2016; eff. August 3, 2016.

Subject 160-5-2. FISCAL SERVICES DIVISION.

Rule 160-5-2-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.01
Authority: Ga. Const. 2-1402; O.C.G.A. Secs. 20-2-14, 20-2-15, 20-2-16, 20-2-168(a), 20-2-1070, 45-12-91.
History. Original Rule entitled "General Federal Financial Assistance" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Sept. 14, 1995; eff. Oct. 4, 1995.

Rule 160-5-2-.02. Withholding of Funds from Local Units of Administration.

(1) **Requirements.**

(a) If a local unit of administration fails to comply with provisions of law, rules, regulations, or terms of any contract with the state board, the state board may at its discretion withhold all or part of the state-contributed Quality Basic Education program funds allotted to that local unit until full compliance is met by the local unit.

(b) In the absence of federal regulations specifying procedures for withholding federal funds, the state board shall adhere to these rules when authorized to withhold federal funds.

(2) **Prehearing procedure.** Before the state superintendent of schools informs the Georgia Board of Education that a local unit of administration is in noncompliance with any law, rules, regulations, standards, requirements or the terms of any contract for purposes of withholding state funds or federal funds, where applicable, the following procedures shall be followed:

(a) The state school superintendent or designee shall inform the local unit of administration of the specific areas of noncompliance.

(b) The local unit of administration shall have 30 calendar days from the date of notification to submit evidence of resolution to the department.

(c) If the noncompliance issue is not resolved by the end of the 30 days, the state school superintendent or designee shall so inform the local unit of administration that a recommendation to withhold will be forwarded to the State Board of Education with the specific areas of noncompliance of the particular local unit of administration noted.

(d) The state school superintendent shall inform the state board when any local unit of administration fails to comply with any provisions of law, rules, regulations, or terms of any contract with the state board if the noncompliance issue is not resolved, and shall recommend that the state board withhold state funds totally or in part until the local unit of administration complies.

(e) Should the state board exercise its discretion to withhold a portion or all of the state QBE funds from the local unit of administration, the board, through the state school superintendent's office, shall inform the local unit of administration of the board's intention to withhold funds at least 30 days prior to the intended date of withholding funds.

(f) The local unit of administration shall be informed in writing of the areas of noncompliance and which fund are going to be withheld. The letter shall also state that the local unit of administration is entitled to a hearing on the matter according to the provisions of paragraph (3) of this rule, provided the local unit of administration requests a hearing within 30 calendar days of receipt of the notification.

(g) Should the board of the local unit of administration invoke the appeals procedure, no funds shall be withheld until all appeals have been exhausted.

(3) **Hearing procedure.**

(a) The State Board of Education assumes original jurisdiction in matters of this nature. The vice chairperson for appeals or a hearing officer employed by the state board shall be responsible for conducting hearings before the state board and shall acquaint the members of the state board with the matter to be considered.

(b) The local unit of administration shall submit within 30 calendar days a written request to the state school superintendent that a hearing be held before the Georgia Board of Education. The request shall distinctly specify the question in dispute and the reasons for the dispute.

(c) Upon receipt of the request for a hearing, the state school superintendent shall determine whether the request is in proper form for hearing by the state board. The state school superintendent may procure the assistance of the Georgia Attorney General and the State of Georgia, Department of Law in making this determination. If the appeal is found to be in proper form for hearing, it shall be docketed and placed on the calendar for hearing before the state board at the

earliest practical time, and the claimant shall be notified by mail of the time and place of hearing.

(d) At the hearing, all witnesses shall be sworn in by the vice chairperson or any member of the board or its attorney. The state board shall cause the testimony and other evidence to be transcribed by a court reporter or other appropriate means. All witnesses sworn and testifying shall be subject to reasonable cross-examination, but the strict rules of evidence prevailing in courts of law shall not be applicable to hearings before the state board.

(e) Following action by the board, the vice chairperson for appeals or the hearing officer shall draft the ruling of the state board and furnish copies to the claimant.

(f) The State Board of Education shall render its decision within 25 calendar days from the date of the first board meeting following the date of the hearing or 10 days after the hearing when funds are being withheld pursuant to provisions of the Individuals with Disabilities Education Act (IDEA).

(4) **Noncompliance with rules.**

(a) Failure to comply with any of the provisions of these rules relating to a hearing will be grounds for dismissal of the hearing.

(b) If the local unit of administration feels aggrieved by the final decision of the state board following such hearing, the local unit of administration shall have the right to obtain judicial review of such decision in accordance with the requirements of O.C.G.A. § 20-2-243.

(5) **Separability.** The provisions of this rule are hereby declared to be separable, and the invalidation of any sentence, section or part hereof shall not affect or invalidate any other sentence, section or part thereof.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.02
Authority: O.C.G.A. Secs. 20-2-240, 20-2-242, 20-2-243, 20-2-283.
History. Original Rule entitled "Withholding of Funds From Local Units of Administration" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Apr. 22, 1994; eff. May 12, 1994.
Amended: F. Sept. 12, 2002; eff. Oct. 2, 2002.

Rule 160-5-2-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.03
Authority: O.C.G.A Secs. 20-2-500, 20-2-502, 20-2-962.
History. Original Rule entitled "Contracts For Or On Behalf Of Students" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Repealed: F. Sept. 14, 1995; eff. Oct. 4, 1995.

Rule 160-5-2-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.04
Authority: O.C.G.A. Secs. 20-2-168, 20-2-187, 20-2-212, 20-2-214.
History. Original Rule entitled "State Salaries and Supplements" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 16, 1994; eff. Apr. 5, 1994.
Amended: F. Apr. 17, 1995; eff. May 7, 1995.
Amended: F. June 15, 2001; eff. July 5, 2001.
Repealed: F. Mar. 10, 2011; eff. Mar. 30, 2011.

Rule 160-5-2-.05. Experience for Salary Purposes.

(1) **DEFINITIONS.**

(a) **Career, Technical, and Agricultural Education (CTAE) -**program of study featuring concentrations developed to provide students rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or postsecondary educational programs. (This may include programs such as agriculture, construction, business and computer, culinary arts, healthcare science, transportation and others.)

(b) **Certified Personnel** -individuals trained in education who hold Teaching (T), Leadership (L), Service (S), Technical Specialist (TS), or Permit (P) certification issued by the Georgia Professional Standards Commission.

(c) **Charter school** - a public school that is operating under the terms of a charter, including, but not limited to, charter schools authorized by the Georgia Charter School Commission and charter schools not operating under a local board of education.

(d) **Clear Renewable Certificate** - the certificate issued by the Georgia Professional Standards Commission which indicates all Special Georgia Requirements and other conditions have been met.

(e) **Creditable Year of Experience** - a year of experience that meets the requirements of this rule.

(f) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(g) **Georgia Professional Standards Commission (PSC)** - the state agency created by O.C.G.A. § 20-2-983 and authorized to assume full responsibility for the certification, preparation and conduct of certified, licensed or permitted personnel employed in Georgia, and the development and administration of teacher certification testing.

(h) **Governor's Office of Student Achievement (GOSA)** - the state agency mandated by O.C.G.A. § 20-14-26 to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards.

(i) **Investing in Educational Excellence (IE2) -** local education agency that contracts for flexibility, and accountability that allows LEAs to request increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contractual agreement with the State Board of Education under O.C.G.A. § 20-2-80.

(j) **Leadership Position** - a position in which an individual has the authority and/or responsibility, in a supervisory role, for LUA approved educational programs and/or personnel required to hold certification for their assigned job as determined by Georgia Professional Standards Commission (PSC).

(k) **Local Educational Agency (LEA)** - local school system pursuant to local board of education control and management.

(l) **Local Unit of Administration (LUA)** - a local education agency or a regional educational service agency.

(m) **Recognized Accrediting Agency** - an entity, recognized by the U.S. Department of Education (US ED), responsible for granting accreditation to public and private schools and school districts throughout the United States, or the Georgia Accrediting Commission (GAC).

(n) **Regional Educational Service Agencies (RESAs)** - an agency established under O.C.G.A. § 20-2-270 to provide shared services to improve the effectiveness of educational programs and services of LEAs and to provide direct instructional programs to selected public school students.

(o) **Salary Schedule Categories BT and T** - The two categories on the State Salary Schedule referred to as BT and T that correspond to the certified personnel's certificate title held. Placement in the BT category is determined by certificate titles where content requirements have been completed for the field but pedagogy requirements have not been completed, with the exception of Special Georgia Requirements. An example of an educator who would be placed on the BT category of the State Salary Schedule would be a teacher who had a Bachelor's degree in Math (met content requirement) but had not yet completed their teacher

preparation program through either a college or any of the alternate routes (not met pedagogy requirement). All other certificate titles issued by the PSC shall be paid according to the T category of the State Salary Schedule. Certified personnel holding at least one category T certificate title are paid according to the T category. It should be noted that the "B" in the BT column was the letter used to represent the former "provisional" certificate title that is not currently used.

(p) **Salary Step -** The column on the State Salary Schedule that corresponds to certified personnel's creditable years of experience.

(q) **State Board of Education (SBOE) -** constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(r) **State Salary Schedule -** the document developed pursuant to O.C.G.A. § 20-2-212 that details the minimum state salary for certified personnel that has been approved by the State Board of Education and funded by the Georgia General Assembly.

(s) **State Supplement -** any salary enhancement or stipend that certified personnel are to receive by state law or State Board of Education rule in addition to the salary the certified personnel are entitled to receive as set by the State Salary Schedule.

(2) **RESPONSIBILITY FOR VERIFYING AND AWARDING EXPERIENCE.**

(a) LUAs are responsible for evaluating, verifying, documenting and awarding experience for placement of certified personnel on the State Salary Schedule in accordance with this rule. The LUA may require the employee to submit any documentation the LUA deems necessary to verify, evaluate, and award employee experience. The chairperson of the local board of education shall verify and document the experience of the district superintendent. The chairperson of the Regional Educational Service Agency (RESA) board of control shall verify and document the experience of the RESA director.

(b) Employees may contest the LUA, evaluation, verification and award of experience under the provisions of O.C.G.A. § 20-2-1160.

(c) LUAs shall adopt policies to provide for the consistent identification and definitions of certified positions and how such definitions are applied to employees. The policy must be consistent with reporting requirements established by GaDOE.

(3) **REQUIREMENTS FOR VERIFYING AND AWARDING EXPERIENCE.**

(a) The LUA shall place each employee holding a renewable certificate or non-renewable certificate on the State Salary Schedule that corresponds to the employee's creditable years of experience.

(b) Certified personnel shall earn one creditable year of experience for each year in which the employee worked full time in a position listed in paragraph (4)(a), (4)(b), and (4)(c) of this rule.

1. For the purpose of crediting years of experience for work in an LUA, a full time year is defined as a minimum of 63% of the LUA defined school year for certified personnel.

2. For the purpose of crediting years of experience in a college or university, full time is defined as teaching 15 quarter hours each quarter for three consecutive quarters or nine semester hours each semester for two consecutive semesters or holding a fulltime contract for a professional position from the institution.

3. For the purpose of crediting years of experience for all other prior service listed in paragraph (4)(c) of this rule as eligible experience that is not service in an LUA, charter school, school operating under an IE2 partnership contract, college or university, full time shall have the meaning as defined by the LUA.

(c) Certified personnel shall earn one creditable year of experience for each period the certified personnel's prior half-time experience met all of the following conditions:

1. The employee worked in an LUA, charter school, or school operating under an IE2 partnership contract.

2. The employee worked at least the equivalent of 63% of full-time employment in two consecutive academic years. The equivalent of 63% of full-time employment may be composed of the sum of the number of full-time days plus the number of half-time days (half-time day equates to 50 - 99% of the LUA defined workday.)

3. The combination of full-time and half-time experience shall have been earned during a period of continuous, uninterrupted service, either within the same academic year or in consecutive years.

4. The employee was under contract for service if the experience was earned in an LUA. The employee need not have been under contract for service if the experience was earned in a charter school or school operating under an IE2 partnership contract.

(d) Certified personnel shall not earn creditable years of experience for any half-time experience that does not meet the requirements of paragraph (3)(c).

(e) No more than one creditable year of experience shall be earned or attributed during any 12-month period, unless provided by law or this rule.

(f) Creditable years of experience earned during one school year shall be credited at the beginning of the next contracted school year.

(g) Notwithstanding any other provisions of this rule, certified personnel shall not earn a creditable year of experience for any year the employee received an unsatisfactory performance evaluation as determined by the evaluation system approved by GaDOE or an LUA.

(4) **REQUIREMENTS FOR PLACEMENT ON THE STATE SALARY SCHEDULE.**

(a) Under any of the following conditions, each LUA shall recognize experience in a professional position for which a state-issued certificate or a state/national license is required. (In all conditions listed, the individual held a valid, in-field state education certificate or state/national professional license related to the field of employment and was under contract during the period in which the experience was earned.)

1. Serving in a professional position in an LUA in the United States.

2. Serving in a professional position in a private elementary, middle, or high school that was accredited by a recognized accrediting agency at the time the experience was earned.

3. Serving as a teacher or educational administrator in a foreign country, provided the individual held a U.S. equivalent of a bachelor's degree or higher and held educator credentials or other legal authorization for teaching in the foreign country during the time the experience was earned.

4. Serving in a professional position in kindergarten, prekindergarten, or Head Start programs provided they are under the legal jurisdiction of an LUA, the state department of education or was accredited by a recognized accrediting agency at the time the experience was earned.

5. Teaching elementary and secondary school subjects and vocational subjects to children or to adults, including veterans, provided the teaching was on a full-time basis and was under the direction of an LUA, the state department of education, or any other state agency authorized to provide educational services to children in grades prekindergarten through 12th grade or authorized to teach elementary and secondary subjects to adults.

6. Serving in a professional position in a clinical situation or in any special education center, including speech, reading, hearing, and psychological education centers.

7. Serving as a professional librarian in a bookmobile, public library, Department of Defense library, or public school library shall be counted as experience for media specialists.

8. Serving in a professional position in the U.S. Department of Education or in a state department of education.

9. Serving in a professional position in the Georgia Professional Standards Commission or Professional Practices Commission in Georgia or in their counterparts in any other state.

10. Serving in a professional position, such as teacher, social worker, psychologist, counselor, media specialist, nurse or administrator, in any government agency authorized to provide services to children in grades prekindergarten through twelfth grade or in a private entity sponsored by the U.S. or a state department of education provided the individual was under contract at the time the experience was earned.

11. Serving a full-time, year-long internship sponsored cooperatively by an institution of higher education and an LUA or in conjunction with an approved staff development program.

12. Serving as a full-time cooperative extension service agent may be used for a maximum of three years' creditable years of experience provided the experience is earned after July 1, 1995.

(b) Under any of the following conditions, each LUA shall recognize experience in a professional position for which a certificate or state/national license is not required, provided that the individual held a degree from a college/university accredited by a recognized accrediting agency when the experience was earned.

1. Serving in a professional position in a college/university accredited by a recognized accrediting agency; e.g., as a teacher, counselor, librarian, dean, president, provided the experience was full-time and the individual held academic/professional rank or the equivalent such as instructor, assistant professor, associate professor, professor. Individuals receiving experience credit shall have held a master's degree, at a minimum, and/or shall have been on a tenured track when the experience was earned.

2. Serving in a teaching, supervisory, or leadership position in schools under the direction of the Technical College System of Georgia, provided the experience was full-time and the individual held academic/professional rank or the equivalent.

3. Teaching in the Peace Corps.

4. Serving in a professional position in the U.S. Department of Education or in a state department of education.

5. Serving in a professional position in a private elementary, middle, or high school that was accredited by a recognized accrediting agency at the time the experience was earned.

6. Serving in any LUA in a professional leadership position that does not require a certificate, such as school business manager, school personnel director, school facilities director/planner; school/community coordinator.

7. Serving full-time as a food service director, manager/supervisor in a public or private organization, including, but not limited to, administrative experience in the Child Nutrition Program in the U.S. Department of Agriculture and the American Dietetic Association approved internship, provided the internship was taken after the degree was earned.

8. Serving in a professional position in the Georgia Professional Standards Commission or Professional Practices Commission in Georgia or in their counterparts in any other state.

9. Serving in a professional position in private industry that is job-related to the position the individual is entering in the LUA. In this case, a maximum of three years' credit shall be granted for experience earned after July 1, 1995, and the individual shall be placed on the State Salary Schedule at the appropriate step to reflect three years of creditable experience. Years of Creditable Experience 3, Salary Step 1.

(c) Under any of the following limited conditions, each LUA shall recognize experience for which a degree is not required.

1. Serving on active duty in the Armed Forces of the United States. Service in the Reserves shall not be counted unless the individual is called to active duty.

   (i) A maximum of three years' credit shall be allowed for military service according to the following schedule:

   8 full months = 1 year

   20 full months = 2 years

   32 full months = 3 years

(ii) Six months of active military service combined with two or more months of teaching experience in an LUA shall be counted as a full year for granting creditable years of experience, provided the military service interrupts continuous teaching or prevents entrance into teaching immediately following college graduation.

(iii) A maximum of three creditable years of experience shall be granted for military service unless teaching experience was a part of military duty, or unless otherwise required by law.

(iv) Three years of military experience shall place an individual on the State Salary Schedule at the appropriate step representing three years of experience. Other creditable experience beyond this military experience shall be counted from this step.

(v) Fewer than three years of creditable military experience shall place the individual on State Salary Schedule at the appropriate step representing less than three years creditable service. In this case, after a year of creditable experience in a Georgia LUA, the individual shall move on the State Salary Schedule to the appropriate step representing three years of creditable service.

2. An LUA shall grant creditable years of experience for work in a vocational field included in Career, Technical, and Agricultural Education (CTAE).

(i) A maximum of three years' work experience in vocational fields is acceptable for salary purposes provided that it is beyond the first two years of work experience required to receive certification from the PSC. i.e., to receive three years' experience credit, the individual must have a minimum of five years' work experience.

(ii) Three years of creditable work experience shall place the individual on the State Salary Schedule on the appropriate step to represent three years of creditable service. All other creditable experience for such an individual shall be counted from this step.

(iii) Fewer than three years of creditable work experience shall place the individual on State Salary Schedule at the appropriate step representing less than three years creditable service. In the latter case, after a year of creditable experience in a Georgia LUA, the individual shall move to State Salary Schedule step representing three years of creditable service.

(d) Each LUA shall NOT recognize the following experience for advancement on the State Salary Schedule:

1. Experience as a cooperative extension service agent earned prior to July 1, 1995.

2. Supply/substitute teaching.

3. Clerical or nonprofessional experience in an education institution.

4. Service as a member of a board of education.

5. Experience in private elementary, middle or secondary schools not holding accreditation from a recognized accrediting agency.

6. Experience in a college/university not holding accreditation from a recognized accrediting agency.

7. Experience in any college/university as an adjunct faculty member, graduate assistant, athletic coach (without teaching responsibilities), or office staff member.

8. Occupational experience required for the issuance of a teaching certificate.

9. Experience as a teacher aide, paraprofessional, or teaching assistant.

(e) Each LUA shall place educators on the State Salary Schedule according to the following requirements:

1. An individual holding a category T certificate and having zero years of experience shall be placed on Salary Step E. After one year of creditable experience in a Georgia LUA, that individual shall be advanced (i.e., skip years one and two) to Salary Step 1 as if he or she had three years of creditable experience.

2. An individual holding a category T certificate and having one or two years of experience that was not earned in a Georgia LUA shall be placed on Salary Step E until a year of experience has been earned in a Georgia LUA, at which time the individual shall be advanced to Salary Step 1 (three years of creditable experience) on the State Salary Schedule.

3. An individual holding a category T certificate and having three or more years of experience who has not taught previously in a Georgia LUA, shall be placed on the Salary Step that corresponds to the individual's years of creditable experience; e.g., an individual with three years of creditable experience not in a Georgia LUA shall be placed on Salary Step 1; an

individual with four years of creditable experience shall be placed on Salary Step 2, etc.

4. If an employee holding a category BT certificate has zero, one, or two creditable years of experience, the employee shall be placed on Salary Step E and shall not advance on the State Salary Schedule until the employee earns three creditable years of experience or obtains a clear renewable certificate.

(f) From Salary Step 1, each certified personnel shall advance one step on the State Salary Schedule for each year of creditable experience earned.

(g) Notwithstanding any other provisions of this rule, on and after July 1, 2010, and until such date as may be determined by the State Board of Education that mathematics, science, or both are no longer areas in which there is an insufficient supply of teachers, a secondary (grades 6-12) teacher in a local school system who is or becomes certified in mathematics or science by the PSC and teaches secondary mathematics or science any portion of the work day shall be moved to the Salary Step on the State Salary Schedule that is applicable to a teacher with six creditable years of experience subject to appropriation by the Georgia General Assembly. From such Salary Step, the teacher shall be attributed one additional creditable year of experience for each creditable year of experience the teacher earns for the next five years. After five years, such teacher may continue to be attributed one additional creditable year of experience for each creditable year of experience earned if he or she meets or exceeds student achievement criteria in mathematics or science as established by GOSA. If such teacher does not meet or exceed the student achievement criteria in mathematics or science as established by GOSA after five years, or any year thereafter, such teacher shall be moved to the Salary Step applicable to the actual number of creditable years of experience that the teacher accumulated.

(h) On and after July 1, 2010 the LUA shall pay a supplement of $1000.00, subject to appropriation by the General Assembly, per endorsement to individuals who hold a PSC teaching certificate grades K-5 with endorsement in mathematics, science or both for each year such endorsement is in effect up to a maximum of five years.

(i) After five years, such individual shall continue to receive the $1000.00, subject to appropriation by the General Assembly, supplement provided he or she meets or exceeds student achievement criteria established by the Governor's Office of Student Achievement (GOSA).

(j) Upon expiration of five years or any year thereafter, that the individual does not meet or exceed student achievement as required the LUA shall cease payment of the supplement.

(k) An individual holding a renewable or non-renewable leadership certificate issued on and after July 1, 2010 shall only be placed on the salary level of the State Salary Schedule attributed to the leadership degree if the individual is employed by the LUA and serves in a leadership position. This shall not apply, regardless of whether or not the individual is in a leadership position, to the following:

1. An educator who possessed a leadership degree prior to July 1, 2010 or

2. An educator who possessed:

   (i) A master's level leadership degree prior to July 1, 2012;

   (ii) A specialist level leadership degree prior to July 1, 2013; or

   (iii) A doctoral level leadership degree prior to July 1, 2014, As long as the individual was enrolled in such leadership preparation program on or before April 1, 2009.

(l) Each LUA shall pay to full and half time certified employees the salary prescribed by the State Salary Schedule adopted annually by the State Board of Education.

1. Each LUA shall pay certified personnel based on the validity date of the individual's certificate within the contract year.

2. Unless otherwise specified in this rule, each LUA shall pay individuals holding at least one valid professional certificate in any field the professional salary at the certificate level held, regardless of the field of assignment, provided that a valid certificate is held in the field of assignment. Certificate validity, type and level are determined by the PSC.

(m) Each LUA shall pay to 11 and 12 month employed certified personnel and to superintendents and RESA directors at least the daily rate based on the state minimum salary schedule in effect for the preceding fiscal year for the number of days worked beyond the LUA defined school year.

(n) In accordance with state law, Each LUA may supplement the minimum salaries of certified personnel. In determining the amount of local supplement, the LUA may take into consideration the nature of duties to be performed, the responsibility of the position held, the subject matter or grades taught, and experience and performance of the employee whose salary is being supplemented. In any fiscal year in which such personnel receive an increase under the State Salary Schedule, the LUA shall not decrease any local supplement for such personnel below the local supplement received in the immediately preceding fiscal year unless the LUA has conducted at least two public hearings regarding the decrease and followed hearing requirements as specified in O.C.G.A. § 20-2-212.

(o) In accordance with state law, each LUA shall pay state supplements to specified personnel listed on the state schedule of minimum salaries, subject to appropriation by the General Assembly.

(p) Each LUA shall pay beginning classroom teachers the first salary payment for the number of days worked at the end of the first month of the school year in which service is rendered.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.05
Authority: O.C.G.A. Secs. 20-2-200, 20-2-212, 20-2-240.
History. Original Rule entitled "Experience for Salary Purposes" adopted. F. Aug. 24, 1995; eff. Sept. 12, 1995.
Amended: F. Apr. 12, 2002; eff. May 2, 2002.
Repealed: New Rule with same title adopted. F. Mar. 10, 2011; eff. Mar. 30, 2011.

Rule 160-5-2-.06. Residential Facility Grant.

(1) **PURPOSE.**

(a) This rule is designed to provide grants to local units of administration and facilities serving eligible children, as defined in this Rule. Under the law, the local unit of administration of the school district in which such child is present shall be responsible for the provision of all educational programs, including special education and related services, at no charge as long as the child is physically present in the school district.

(2) **DEFINITIONS.**

(a) **Direct costs** - all costs incurred for activities directly associated with the education of eligible children, including salaries, wages and benefits for teachers and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom-related activities and equipment; and any other appropriate instructional expenses.

(b) **DHS or DBHDD-contracted facility** - a facility that is contracted by the Department of Human Services (DHS) or the Department of Behavioral Health and Developmental Disabilities (DBHDD) to serve clients placed by DHS or DBHDD. This includes public and private facilities for which DHS or DBHDD contracts on a client-by-client basis for a residential placement for an individual client.

(c) **DJJ-contracted facility** - a facility that is contracted by the Department of Juvenile Justice(DJJ) to serve clients placed by DJJ. This includes public and private facilities for which DJJ contracts on a client-by-client basis for a residential placement for an individual client.

(d) **Eligible child** - a child in the physical or legal custody of DJJ, DBHDD or DHS or any of its divisions, or in a placement operated by DHS or DBHDD, or in a facility or placement paid for by DJJ or DHS or any of its divisions, or DBHDD; or placed in a psychiatric residential treatment facility by his or her parent or legal guardian pursuant to a physician's order, if such child is not a home study, private school, or out-of-state student and who is physically present within the geographical area served by a local unit of administration for any length of time. While the child is enrolled in the local school system in which the DHS, DBHDD- or DJJ-contracted facility is located, the child is placed in the DHS, DBHDD or DJJ-operated or contracted facility and is unable to leave that facility.

1. A child is considered to be in the physical or legal custody of DJJ or DHS or any of its divisions if custody has been awarded either temporarily or permanently by court order or by voluntary agreement, or if the child has been admitted or placed according to an individualized treatment or service plan of DHS.

2. No child or youth in the custody of the Department of Corrections or the DJJ and confined in a Youth Detention Center as a result of a sentence imposed by a court shall be eligible for enrollment in the educational programs of the local unit of administration of the school district where such child or youth is being held.

3. Parentally placed Georgia public school students are eligible for education services from the local school system in which the psychiatric residential treatment facility is located.

(e) **Indirect costs** - costs incurred for administration, plant operations and maintenance, food services, transportation, instructional support including media centers, teacher training, and student support such as nurses and guidance counselors.

(f) **Local unit of administration** - all local school systems, boards of control of regional educational service agencies established pursuant to O.C.G.A. § 20-2-272, and any other local or regional public education agencies established pursuant to law.

(g) **Memorandum of Understanding** - a document negotiated in good faith that contains mutual promises, agreements, covenants and benefits, as well as the relevant duties and obligations of the two parties involved: the residential facility and the local unit of administration/local school system.. The agreement provides for collaborative procedures between the two agencies to ensure that the educational requirements for students placed by DHS and DJJ pursuant to O.C.G.A. § 20-2-133 are met while the students are receiving educational services at the residential facility.

(3) **REQUIREMENTS**.

(a) The State Board shall have the authority to provide grant funds, if appropriated by the General Assembly, for the difference between the actual state funds received for that eligible child pursuant to O.C.G.A. § 20-2-161, and the reasonable and necessary expenses incurred in educating that eligible child. The State Board shall distribute the funds based upon the appropriation made by the General Assembly in an equitable manner.

(b) Local units of administration or facilities in receipt of these grant funds shall ensure adherence to and implementation of the provisions set forth in this rule and the executed Memorandum of Understanding (MOU).

(c) Local units of administration and the residential treatment facility that is located within the boundaries of the LEA shall enter into a MOU that will be reviewed and renewed at least every two years.

(d) The Georgia Department of Education shall develop a sample MOU that will be placed on the GaDOE website.

(e) If an MOU other than that developed by the GaDOE is used, it must include the following requirements, which are listed in the sample MOU:

1. Regular and Special Education Personnel;
2. IEP Implementation;
3. IEP Meetings;
4. Special Education Monitoring and Complaints;
5. Student Information and Data Entry;
6. Records;
7. Assessments;
8. Georgia's Single Statewide Accountability System;
9. Non-Discrimination;
10. Grant Funding;
11. Timeframe of Grant Distribution;
12. Expenditure Controls;
13. Transition to Public School;

14. Title I;

15. Out-of-State Students;

16. Term;

17. Renewals;

18. Termination;

19. Point of Contact;

20. Notices;

21. Amendments;

22. No Agency;

23. Indemnification, Litigation, and Settlement;

24. Severability;

25. Assignment;

26. Governing Law; and

27. Counterparts.

(f) Application Process.

1. Applicants seeking a grant under this rule shall submit an application at a time that the Georgia Department of Education shall specify in the application instructions.

2. Applicants shall submit all parts of the application and attest to a list of assurances.

3. Residential facility applicants shall secure the signature of the superintendent, or designee, of the local unit of administration within which they are located. The local unit of administration shall either sign off on the application or document in writing the reasons for which it is not signing off on the application within 30 days after the residential facility has submitted the application to it for signature.

(g) Reasonable and Necessary Expenses.

1. All direct and indirect costs that have been expended during the current fiscal year, and for which the residential facility or local unit of administration has documentation, including receipts and/or invoices, shall be eligible for consideration for reimbursement if the costs exceed the allocation under O.C.G.A. § 20-2-161 and will not be covered by another applicable federal law.

2. All direct and indirect costs that have not yet been incurred or expended during the current fiscal year, but that the residential facility or local unit of administration can demonstrate it will incur and has a demonstrated need in order to educate its eligible children may be eligible for reimbursement. In addition, these costs must be in excess of any allocation under O.C.G.A. § 20-2-161 or any allocation covered by an applicable federal law.

(4) **LOCAL BOARDS OF EDUCATION HELD HARMLESS.**

(a) Under the law, local boards of education shall be held harmless by the state from expending local funds for educating eligible children; provided, however, that this shall only apply to children who are unable to leave the facility in which they have been placed.

(b) Children who reside at the facility but who are able to transition to and attend the appropriate school within the school system shall receive the local fair share of QBE funding similar to any other child attending a public school. This occurs once a student is stepped down within the DHS system and in accordance with the decision making authority of either the student's IEP team or, if the student is not a student with a disability, by the teacher(s) and caseworker(s) most familiar with the student.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.06
Authority: O.C.G.A. §§ 20-2-133; 20-2-242; 20-2-411.
History. Original Rule entitled "Residential Facility Grant" adopted. F. Feb. 14, 2008; eff.Mar. 5, 2008.
Amended: F. Dec. 13, 2018; eff. Jan. 2, 2019.

Rule 160-5-2-.07 to 160-5-2-.10. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.07 to 160-5-2-.10

Rule 160-5-2-.11. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.11
Authority: O.C.G.A Secs. 20-2-104, 20-2-960, 20-2-272 b, Chapter 4, Title 45.
History. Original Rule entitled "Bonded Employees of Local Units of Administration" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Repealed: F. Sept. 14, 1995; eff. Oct. 4, 1995.

Rule 160-5-2-.12 to 160-5-2-.19. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.12 to 160-5-2-.19

Rule 160-5-2-.20. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.20
Authority: O.C.G.A. Secs. 20-2-167(c), 20-2-180, 20-2-272.
History. Original Rule entitled "Annual Operating Budget" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Annual Budgets." F. Jan. 22, 1993; eff. July 1, 1993, as specified by the Agency.
Repealed: F. Sept. 14, 1995; eff. Oct. 4, 1995.

Rule 160-5-2-.21. Annual Financial and Budget Reports.

(1) **REQUIREMENTS.**

(a) Local units of administration shall submit an annual financial and budget report to the Georgia Department of Education.

1. The annual financial and budget report shall be submitted by a date prescribed by the Department unless an extension is granted.

(b) Each local unit of administration shall prepare its annual financial report by fund, revenue source, function, program, object, and facility/school/program code for each school and program within the unit, conforming to the format provided by the Department.

(c) Each local unit of administration shall prepare its budget report by fund, revenue source, function, program, object and facility/school/program code for each school and program within the unit, conforming to the format provided by the Department.

1. School budget information shall be reported for information purposes only and shall not be binding on local units of administration, unless required by certain federal or state grant requirements.

(d) Each local board of education shall provide information regarding each school site's average class size by grade.

(e) Each local unit of administration shall comply with procedures prescribed in the *Financial Management for Georgia Local Units of Administration* for the preparation of the annual financial and budget reports, and shall comply with procedures prescribed by the Department for and average class size reports.

(f) Each local unit of administration's and each school's average class size by grade, financial and budget data shall be reported to members of the school council and general public through the Office of Student Achievement's report card.

(g) The local board of education shall raise and apply the required amount of local five mills.

(h) The Department will provide all financial and budgetary information for each school district, state charter school, and each school within each school system, as provided by each local unit of administration, on its public facing website, to provide transparency of financial information to the greatest extent practicable.

1. In addition to the information required by this Rule, the Department will provide certain analyses of data and links to other disclosures as prescribed by law.

(i) Each school district, state charter school, and each school within each school system will provide a link on their public facing websites to the Department's public facing website in which the financial and budgetary information is disclosed.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.21
Authority: O.C.G.A. §§ 20-2-164; 20-2-167; 20-2-272; 20-2-320, 20-14-49.10, 20-14-49.11, 20-14-49.12, 20-14-49.13.
History. Original Rule entitled "Annual Financial Report" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 9, 1995; eff. Mar. 29, 1995.
Amended: F. Nov. 13, 2000; eff. Dec. 3, 2000.
Repealed: New Rule entitled "Annual Financial and Budget Reports" adopted. F. Oct. 14, 2005; eff. Nov. 3, 2005.
Amended: F. May 5, 2016; eff. May 25, 2016.
Amended: F. Mar. 22, 2018; eff. Apr. 11, 2018.

Rule 160-5-2-.22. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.22

Rule 160-5-2-.23. Financial Management for Georgia Local Units of Administration.

(1) Requirements.

(a) Local units of administration shall comply with procedures prescribed in the *Financial Management for Georgia Local Units of Administration*, copies of which are available from the department.

(b) Local units of administration shall adhere to generally accepted governmental accounting principles.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.23
Authority: O.C.G.A. Secs. 20-2-167, 20-2-180, 20-2-411, 20-2-504.
History. Original Rule entitled "Georgia Financial Accounting Handbook for Local School Systems" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Financial Management for Georgia Local Units of Administration." F. Mar. 9, 1995; eff. Mar. 29, 1995.

Rule 160-5-2-.24 to 160-5-2-.49. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.24 to 160-5-2-.49

Rule 160-5-2-.50. Certified/Classified Personnel Information.

(1) **Requirements.**

(a) Local units of administration shall comply with the department's *Certified/Classified Personnel Information (CPI) Guidelines and Documentation* as posted on the department's website. In compliance with the guidelines and time lines published by the department, local units of administration shall report for each employee in electronic form all information specified in the *Certified/Classified Personnel Information (CPI) Guidelines and Documentation.*

(b) The Georgia Department of Education shall maintain the confidentiality of each employee's Social Security number.

Cite as Ga. Comp. R. & Regs. R. 160-5-2-.50
Authority: O.C.G.A. Secs. 20-2-161, 20-2-167, 20-2-182, 20-2-320.
History. Original Rule entitled "Certified Personnel Information" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Certified/Non-Certified Personnel Information". F. July 19, 1996; eff. August 8, 1996.
Amended: F. Feb. 19, 1997; eff. Mar. 11, 1997.
Amended: Rule retitled "Certified/Classified Personnel Information". F. Mar. 16, 1999; eff. Apr. 5, 1999.
Amended: F. Sept. 15, 2000; eff. Oct. 5, 2000.

Subject 160-5-3. STUDENT TRANSPORTATION MANAGEMENT.

Rule 160-5-3-.01. Purchase of School Buses.

(1) **REQUIREMENTS.**

(a) Local school systems shall ensure that any school bus body and chassis purchased and/or used for the purpose of transporting public school students of Georgia to and from school conforms to the current Georgia School Bus Specifications, available from the department.

(b) In the purchase of school bus bodies and chassis local school systems shall either:

1. Purchase the school bus, body, or chassis in accordance with the provisions of a state-wide contract negotiated by the Georgia Department of Administrative Services; or

2. Purchase the school bus, body, or chassis in accordance with the purchasing policies and procedures of the school system.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.01
Authority: O.C.G.A. Secs. 20-2-188, 20-2-504, 20-2-1072, 40-8-112, 40-8-113.
History. Original Rule entitled "Purchase of School Buses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. May 16, 1996; eff. June 5, 1996.
Amended: F. Feb. 16, 2012; eff. Mar. 7, 2012.

Rule 160-5-3-.02. Contracted Transportation Services.

(1) **DEFINITIONS.**

(a) **Governing Body -** the local board of education, governing board, or other entity responsible for the governance and oversight of a Local Educational Agency.

(b) **Local Educational Agency (LEA) -** a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through grade 12 public educational institutions.

(2) **REQUIREMENTS.**

(a) Governing Bodies and LEAs shall ensure that all contractors transporting students meet the vehicle and driver requirements set forth in State Board of Education rules related to the transportation of students to and from school and school related activities.

(b) Prior to entering into an agreement with a motor carrier or contract carrier for the purpose of transporting students, an LEA must (1) verify that such carrier is certified by the Regulatory Compliance Commission (RCC) of the Department of Public Safety (DPS) by obtaining the carrier's valid certification number and (2) receive a copy of the carrier's proof of legally required minimum insurance coverage.

(c) All drivers of vehicles used for the transport of students must authorize the Georgia DPS to conduct a criminal background check through the Georgia Crime Information Center. Drivers who reside in and are licensed in other states must provide a statewide criminal background check from the state of residence to the DPS.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.02
Authority: O.C.G.A. §§ 20-2-188, 20-2-1076, 40-2-140, 40-8-112, 40-8-113.
History. Original Rule entitled "Individual and Joint Ownership of School Buses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Contracted Transportation Services". F. May 16, 1996; eff. June 5, 1996.
Amended: F. May 13, 2011; eff. June 2, 2011.
Repealed: New Rule with the same title adopted. F. July 21, 2022; eff. Aug. 10, 2022.

Rule 160-5-3-.03. School Bus Inspections.

(1) **Requirements.**

(a) Local units of administration shall ensure that all school buses are inspected annually by the Department of Motor Vehicle Safety.

(b) Local units of administration maintenance or service personnel shall inspect all school buses monthly and record the results on forms provided by the Department of Education. A local form may be used in lieu of the department's form upon approval from the department.

(c) The local system superintendent shall notify the Department of Education in writing of any material or construction defect found in new school buses.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.03
Authority: O.C.G.A. Secs. 20-2-188, 20-2-220, 40-8-220.
History. Original Rule entitled "School Bus Inspections" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Amended: F. June 13, 2002; eff. July 2, 2002.

Rule 160-5-3-.04. School Bus Insurance.

(1) Requirement.

(a) The local board of education shall maintain the following minimum liability insurance coverage: $100,000 per person; $300,000 each accident; $50,000 property damage; and $5,000 medical and death payment.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.04
Authority: O.C.G.A. Secs. 20-2-188, 20-2-1090, 20-2-1091, 20-2-1092, 20-2-1093, 20-2-1094.
History. Original Rule entitled "School Bus Insurance" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 18, 1992; eff. Apr. 8, 1992.

Rule 160-5-3-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.05
Authority: O.C.G.A. Secs. 20-2-188, 20-2-411.
History. Original Rule entitled "School Bus Uses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-5-3-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.06
Authority: O.C.G.A. Sec. 40-2-35.
History. Original Rule entitled "License Plates for School Buses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-5-3-.07. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.07
Authority: O.C.G.A. Secs. 20-2-188, 40-8-116
History. Original Rule entitled "Sale of School Buses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-5-3-.08. School Bus Drivers.

(1) **DEFINITIONS**.

(a) **Non-resident** - a person who has his or her place of residence in a state other than Georgia.

(b) **Physician** - a doctor of medicine or osteopathy licensed by the Georgia Composite Medical Board pursuant to Article 2, Chapter 34, Title 43 of the Official Code of Georgia Annotated.

(c) **Regular school bus driver (operator)** - a person who is a regularly employed driver (operator) and who is not on the substitute list.

(d) **Resident** - a person who has his or her place of residence in the state of Georgia.

(e) **School bus driver (operator)** - a person, appropriately licensed, who controls the operation of a school bus.

(f) **Substitute school bus driver (operator)** - a person who is not a regularly employed driver (operator).

(g) **School bus driver trainer** - a person who is responsible for the required initial training of school bus drivers.

(2) **REQUIREMENTS**.

(a) The local board of education shall employ both regular and substitute drivers of school buses upon the recommendation of the system superintendent of schools.

(b) Local school systems shall select school bus drivers using the following minimum criteria:

1. The minimum age to qualify as a bus driver is 18 years.

2. Evidence of a physical examination by a physician or legally authorized designee within 60 days prior to the date of employment. A physician may delegate to certain specific healthcare professionals, including physician assistants and certified nurse practitioners, the authority to sign, certify, and endorse documents relating to physical examination forms required by the State Board of Education as authorized by law. See O.C.G.A. § 43-34-23, 43-34-25, 43-34-103.

(c) To be considered for reemployment for any ensuing school year, the driver shall pass the annual medical examination prescribed by the Department, not more than 60 days before the beginning of the school year and as often thereafter as the local system's board of education deems necessary.

(d) Licensing.

1. Local school systems shall ensure that resident school bus drivers have a Georgia Commercial Driver's License (CDL) Class A, B or C.

2. School bus drivers shall obtain a CDL Class A, B or C license with a "S" endorsement, which authorizes the driver to drive a school bus. (The driver of an air-brake-equipped bus shall not have an "L" restriction which restricts him or her to vehicles not equipped with air brakes.)

3. Local school systems shall ensure that non-resident school bus drivers have an appropriate license, issued by their home state, to operate a school bus.

(e) Salary.

1. School systems shall not pay to any regular driver in their employment, regardless of the type of ownership, a salary less than that prescribed by the

state uniform minimum salary schedule ($6,000 annually). The driver shall receive the state minimum daily salary for 12 months provided the driver works the entire school year. The school year includes any authorized sick and personal leave.

2. Substitute drivers shall be paid by the local board of education and not by the regular school bus driver. The pay scale for substitute school bus drivers shall be determined by the local board of education.

(f) School Bus Driver Education.

1. Local school systems shall ensure that every new school bus driver satisfactorily completes a training program approved by the Department prior to driving a school bus used to transport students. The initial training program for school bus drivers shall consist of at least 24 hours of training. A description of the required training program is found in the *Georgia School Bus Driver Training Manual*, available from the Department.

2. Local school systems shall require all school bus driver trainers be trained and certified through a training program offered by the Department.

3. Local school systems shall require all school bus drivers to attend the annual in-service training and safety programs provided by the Department.

4. Local school systems shall report all accidents in which school buses are involved to the Department on forms provided by the Department.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.08
Authority: O.C.G.A. Secs. 20-2-188, 20-2-1110 to 20-2-1113, 20-2-1125, 40-5-23, 40-5-140, 40-5-150.
History. Original Rule entitled "School Bus Drivers" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.
Amended: F. Feb. 13, 2004; eff. Mar. 4, 2004.
Amended: F. Oct. 14, 2004; eff. Nov. 3, 2004.
Amended: F. Jan. 12, 2012; eff. Feb. 1, 2012.

Rule 160-5-3-.09. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.09
Authority: O.C.G.A. Sec. 20-2-188.
History. Original Rule entitled "Operational Procedures" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Jul 19, 1996; eff. August 8, 1996.

Rule 160-5-3-.10. Student Transportation Funding Surveys.

(1) **PURPOSE**. The purpose of the student transportation funding survey is to determine bus needs for allotment purposes, ascertain standard costs for allotment purposes, enhance safety, improve services to pupils, and promote the efficient operation of school transportation service.

(2) **REQUIREMENTS**.

(a) State funds for student transportation shall be based on the participation of the local boards of education in the funding survey process by making essential data available to the Department which reflects providing student transportation services, using to the extent possible, the following criteria.

1. Regular transportation.

(i) Buses shall be routed as uniformly as practical, planned and operated with minimum bus mileage, avoid traveling empty and making excessive bus stops, and designed without excess spur routes. Every effort shall be made to avoid routing buses across railroads and expressways, unless the crossings are protected by proper traffic signals.

(ii) Bus routes shall, to the extent possible, be designed so as to use all required buses for a minimum of one and one-half hours each morning.

(iii) The standard walking distance to trunk bus routes shall not be more than one-half mile. In addition to the standard walking distance, walk route conditions, road conditions and satisfactory turnaround places shall be considered in planning spur routes.

(iv) School bus stops shall not be closer than one-tenth mile.

(v) The number of students living within one and one-half miles of their assigned school shall be included in the data submitted to the Department although it will not be used for the allotment of state funds.

(vi) The first morning trip of a bus shall begin where the first student is picked up and end at the school to which the students are delivered. The second trip shall begin at the school where the first load was delivered and end at the school where the second load is delivered. Additional trips shall be measured in like manner.

(vii) Bus routes shall end in the morning at the school where the last load is delivered.

2. Special Education, State Schools and Transportation for Physically Disabled Students.

   (i) Routing designs shall be as uniform and practical as possible with consideration given to efficiency and necessary services required by the special needs student. The routing of school buses shall be planned and operated with minimum bus mileage, utilizing, when possible, multisystem student assignments for buses servicing state schools.

   (ii) The first morning trip of a bus shall begin where the first student is picked up and end at the school where the students are delivered. The second trip shall begin at the school where the first load was delivered and end at the school where the second load is delivered. Additional trips shall be measured in like manner.

   (iii) Bus routes shall end in the morning at the school where the last load is delivered.

   (iv) School systems shall ensure that student transportation to and from state-operated schools is provided. School systems are responsible for transporting students at the beginning and end of the school term and for school holidays, including Thanksgiving, Christmas, and spring break.

3. Vocational Education Transportation.

   (i) Routing for vocational education shall be school-to-school on the safest and most direct route. A minimum of 10 high school students shall be transported to a vocational program to earn transportation funds.

   (ii) Local school systems shall annually provide to the Department the information necessary to determine vocational funds.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.10
Authority: O.C.G.A. Sec. 20-2-188.
History. Original Rule entitled "Student Transportation Surveys" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. May 16, 1996; eff. June 5, 1996.
Amended: F. Aug. 19, 2003; eff. Sept. 8, 2003.
Repealed: New Rule entitled "Student Transportation Funding Surveys" adopted. F. Apr. 13, 2006; eff. May 3, 2006.

Rule 160-5-3-.11. Standard Cost Development.

(1) **DEFINITIONS.**

(a) Local Board of Education - a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(b) State Board of Education - the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(c) Georgia Department of Education (GaDOE)-the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education.

(d) Georgia Environmental Protection Division (EPD)- the state agency charged with protecting and restoring Georgia's environment through clean air and water initiatives, and through partner collaboration.

(2) **REQUIREMENTS.**

(a) Local boards of education shall receive and use allotments for student transportation for the following transportation costs.

1. Driver Benefits.

(i) Salary.

(ii) Social Security (Employer).

(iii) Sick Leave.

(iv) Required Medical Exam.

2. School Bus Insurance.

(i) Local school systems shall provide the insurance information on cost and coverage as needed on forms provided by the Department.

3. Bus replacement Funds.

(i) Average low bids shall determine the replacement allowance per year over a period of eight years for gasoline-powered or ten years for diesel-powered 35-72 passenger buses, and twelve years for gasoline-powered or fourteen years for diesel-powered 78-90 passenger buses. Type A and Type B buses earn a replacement allowance per year over a period of eight years.

(ii) Any excess paid over and above the low bid price or any payment for optional equipment over and above the minimum standards

approved by the state board of education shall not be considered in calculating the replacement funds.

(iii) Any school bus replacement funds that the State Board of Education allocates may be used by local boards of education to refurbish existing school buses.

(iv) Any school bus that is refurbished shall be subject to all safety and maintenance inspection requirements provided for by law. Refurbishment of a school bus shall be done by a bus manufacturer or by a dealer of a manufacturer.

(v) Each local board of education that refurbishes a school bus pursuant to this subsection is strongly encouraged to apply for federal funds to retrofit the engine. The local board of education shall notify the GaDOE of its intention to refurbish a school bus with state funds.

(vi) The State Board of Education shall notify the Environmental Protection Division when a local board of education refurbishes a school bus with state funds so that the division may provide information to such local board regarding the availability of federal funds for such purposes.

(vii) Any school buses that are refurbished using bus replacement funds from the state board shall not be eligible for any further state funds for replacement.

4. Operating Funds.

(i) The actual expenditures and total annual route/mileage reported by local school systems shall be used to determine the costs per mile. The cost of fuel, oil, tires, batteries, parts, and shop, clerical, and supervisory salaries is used in this calculation. The actual expenditures and total annual route mileage shall be reported on forms provided by the Department.

(ii) All school bus routes shall be measured at least once per school year by the local superintendent or designee.

(iii) Local school systems shall be ranked according to utilization per regular bus (unit). Utilization per bus is the number of unduplicated students transported per bus as assigned by the most recent survey. The systems shall be divided into four categories of equal size. Categories will be evaluated at lease every three years.

5. Extended Mileage.

   (i) Special education mileage shall be paid when the school bus is used beyond the time and mileage requirements in the regular or special education program. Extended mileage shall also be paid when the school bus in used for transporting residential students to and from state operated schools.

   (ii) Vocational extended mileage shall be paid for school to school transportation when the bus is used beyond the time and mileage requirements in the regular or special education program.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.11
Authority: O.C.G.A. Sec. 20-2-188.
History. Original Rule entitled "Standard Cost Development" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. July 19, 1996; eff. August 8, 1996.
Amended: F. Aug. 19, 2003; eff. Sept. 8, 2003.
Amended: F. May 13, 2011; eff. June 2, 2011.

Rule 160-5-3-.12. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.12
Authority: O.C.G.A. Sec. 20-2-188.
History. Original Rule entitled "School Bus Monitors" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. May 16, 1996; eff. June 5, 1996.

Rule 160-5-3-.13. Student Safety.

(1) **Requirements.**

   (a) Local units of administration shall ensure that students receive instruction annually in safe riding practices and emergency evacuation.

   (b) The loading limit for any school bus shall not exceed 120 percent of the manufacturer's rated seating capacity of the bus.

   (c) Local units of administration shall ensure that audio speakers used for music or entertainment are not located in the driver's compartment of the school bus. All above-mentioned speakers on existing buses shall be disconnected or removed.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.13
Authority: O.C.G.A. Sec. 20-2-188.
History. Original Rule entitled "Student Management" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Amended: Rule retitled "Student Safety." F. July 19, 1996; eff. August 8, 1996.
Amended: F. May 9, 2002; eff. May 29, 2002.

Rule 160-5-3-.14. Fuels and Explosives.

(1) Requirements.

(a) School systems shall ensure that no explosive or combustible materials are transported on a public school bus at any time. This includes gasoline, diesel fuel, gasohol, dynamite caps, bullets, gun powder or any material of this nature.

(b) Only law enforcement or school officials authorized by law may have weapons on a public school bus.

(c) Local school systems shall ensure that no student is on a school bus when it is being fueled.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.14
Authority: O.C.G.A. Sec. 20-2-188.
History. Original Rule entitled "Fuels and Explosives" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Mar. 25, 1996; eff. Apr. 14, 1996.

Rule 160-5-3-.15. Alcohol and Controlled Substances Testing.

(1) Definition.

(a) Employee engaged in safety-sensitive function - an employee of a local school system who holds a Commercial Driver's License (CDL) and who also operates or has reason to move a school bus or other commercial vehicle. Employees engaged in safety-sensitive functions include, but are not limited to, mechanics, school bus drivers, substitute school bus drivers, maintenance workers, coaches, teachers, and administrators.

(2) Requirement.

(a) Local boards of education shall adopt a policy concerning the testing for alcohol and controlled substance abuse by employees who are engaged in safety-sensitive functions as mandated by federal law. Local boards shall also communicate to employees the dangers of alcohol and controlled substance use and the requirements specified in federal law and regulations.

(b) This rule shall become effective January 1, 1995, for local school systems with 50 or more licensed drivers holding Commercial Driver's Licenses on March 17, 1994. This rule shall become effective January 1, 1996, for systems with fewer

than 50 licensed drivers holding Commercial Driver's Licenses on March 17, 1994.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.15
Authority: O.C.G.A. Secs. 20-2-188, 20-2-1120, 20-2-1121.
History. Original Rule entitled "Alcohol and Controlled Substances Testing" adopted. F. Sept. 19, 1994; eff. Oct. 9, 1994.

Rule 160-5-3-.16. Bus Transportation Records.

(1) **Requirements.**

(a) Each local school system (LSS) shall annually submit electronically to the Department by the end of the first full week in March a completed *Transportation Records and Best Practices Assessment.* This assessment instrument shall be signed by the local school superintendent.

(b) The Department shall conduct an on-site assessment of the student transportation system of every school system every five years, or more frequently if requested by the local school system or if the Department perceives that student safety is jeopardized.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.16
Authority: O.C.G.A. Secs. 20-2-135, 20-2-188, 20-2-735, 20-2-1120, 20-2-1121, 20-2-1125, 40-8-220.
History. Original Rule entitled "Bus Transportation Records" adopted. F. Oct. 14, 2005; eff. Nov. 3, 2005.

Rule 160-5-3-.17. Use of Alternative Vehicles for the Transport of Specified Student Groups.

(1) **DEFINITIONS.**

(a) **Eight-Passenger Vehicles -** motor vehicles with a factory-designed maximum capacity of eight persons and not less than five persons used to transport students who either (1) have transportation needs documented in their Individualized Education Program or (2) may currently lack, or during the previous academic year lacked, a fixed, regular, and adequate nighttime residence as described under the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Section 11301, et seq.

(b) **Governing Body -** the local board of education, governing board, or other entity responsible for the governance and oversight of a Local Educational Agency.

(c) **Local Educational Agency (LEA) -** a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through grade 12 public educational institutions.

(d) **Non-resident -** a person who has his or her permanent home or abode in a state other than Georgia.

(e) **Physician -** a Doctor of Medicine or osteopathy licensed by the Georgia Composite Medical Board pursuant to Article 2, Chapter 34, Title 43 of the Official Code of Georgia Annotated.

(f) **Resident -** a person who has his or her permanent home or abode in the state of Georgia.

(g) **Driver (operator) -** a person, appropriately licensed and trained, who controls the operation of an Eight-Passenger Vehicle used in the transport of specific student groups.

(2) **REQUIREMENTS**.

(a) The Governing Body shall only allow employees of the LEA or employees or sub-contractors of a company contracted by the LEA to transport students to and from school and school-related activities using an Eight-Passenger Vehicle.

(b) The Governing Body shall ensure the following driver qualifications are met by employees of the LEA or employees or sub-contractors of a company contracted by the LEA to provide transportation services as outlined in (2)(a):

1. All drivers of Eight-Passenger vehicles are at least 21 years of age.

2. Evidence of a physical examination within 60 days prior to the date of employment for that school year. The physical examination must be conducted by a Physician or his or her legally authorized designee to whom the Physician delegated the authority to sign, certify, and endorse documents or physical examination forms required by the State Board of Education.

3. LEAs shall ensure that resident and non-resident drivers of Eight-Passenger Vehicles are properly licensed, by their home state, to drive the vehicle used.

4. Prior to transporting students in Eight-Passenger Vehicles, LEAs shall ensure all drivers have satisfactorily completed the Georgia Department of Education's (GaDOE) annual training program on safe driving practices.

5. LEAs shall ensure a motor vehicle record check is annually completed for each driver.

6. All drivers of Eight-Passenger Vehicles must be placed in a drug and alcohol testing program. This testing program shall be a separate program from those drivers who hold a Commercial Driver's License.

   (i) Prior to transporting students, all drivers shall successfully complete a drug and alcohol test.

   (ii) All drivers must be included in a randomly selected pool for drug and alcohol testing to be completed a minimum of four times annually.

7. Fingerprinting and criminal background checks as prescribed in O.C.G.A. § 20-2-211.1 shall be conducted on all drivers.

(c) The Governing Body shall ensure the following vehicle regulations are met:

1. The Eight-Passenger Vehicle must be owned or leased by the LEA or provided by the company with whom the LEA has contracted to provide these transportation services.

2. The Eight-Passenger Vehicle must be marked with the name of the LEA or the name of the company with whom the LEA has contracted to provide these transportation services and have a sign stating that the vehicle is used for "Student Transport".

3. The Eight-Passenger Vehicle must have an age of less than 10 years from the date of manufacture and no more than 200,000 miles.

4. All Eight-Passenger Vehicles shall be inspected by a qualified mechanic at a minimum of 90-day intervals using an inspection form provided or approved by the GaDOE. Routine maintenance shall be conducted at the manufacturer's recommended service intervals on these vehicles.

Cite as Ga. Comp. R. & Regs. R. 160-5-3-.17
Authority: O.C.G.A. §§ 20-2-188, 20-2-211.1, 20-2-1076, 20-2-1110, 20-2-1111, 20-2-1112, 20-2-1113, 20-2-1125, 40-5-23, 40-5-140, 40-5-150, 43-34-23, 43-34-25, 43-34-103.
History. Original Rule entitled "Use of Alternative Vehicles for the Transport of Specified Student Groups" adopted. F. July 21, 2022; eff. Aug. 10, 2022.

Subject 160-5-4. SCHOOL FACILITIES AND CAPITAL OUTLAY MANAGEMENT.

Rule 160-5-4-.01. Educational Facilities Construction Plan (Local Facilities Plan).

(1) **Definition.**

(a) Educational Facilities Construction Plan (commonly known as a Local Facilities Plan or five-year Facilities Plan and referred to in this rule as Facilities Plan) - a study of a local school system's present educational facilities and a five-year forecast of facility needs.

(2) **Requirements.**

(a) Each local board of education shall develop and submit to the State Board of Education for approval once every five years a facilities plan that identifies the system's facility needs for the ensuing five years.

(b) The local board of education shall submit the facilities plan in the format used by the department at the time the plan is developed and the plan shall contain the following:

1. Inventory data for all existing and funded school facilities. Each school system shall be responsible for reviewing and updating the inventory data in the system's facilities plan to record any changes that have occurred since the inventory was last updated.

2. Student FTE historical data.

3. Student FTE projections for the ensuing five-year period.

4. Present and projected system organizational patterns.

5. Minimum and maximum limits on the FTE student size for all elementary, middle, and high schools.

6. Instructional service and support programs for each school in the system.

7. Facility needs, including estimated cost, for:

(i) Renovations.

(ii) Modifications.

(iii) Additions.

(iv) New schools.

8. School facilities to be closed, phased out, and/or abandoned.

9. A systemwide list of construction projects, in priority order, by school and construction activity needed to effectuate the housing of students in accordance with the organizational pattern and adopted instructional program contained in the facilities plan. In specifying the order of importance of all proposed construction projects, each local school system shall give priority to elementary school construction projects.

10. Proposed financing for effectuating the plan including state, local, federal, and other fund sources.

(c) Local boards of education desiring to develop a new facility plan shall adopt and transmit in writing to the department a resolution requesting technical assistance in the development of the plan.

(d) An educational facilities survey team of the appropriate size shall be selected by the department for the validation of the newly developed facilities plan in accordance with O.C.G.A. § 20-2-260(c)(2).

1. The survey team will report their findings to the local board of education and to the State Board of Education.

2. A local board of education may appeal the survey team's findings to the State Board of Education.

3. Local school systems shall reimburse team members, other than employees of the department, for travel, lodging and meals in accordance with state travel regulations.

4. Local units of administration shall use the following criteria when nominating team members for the state facilities survey team list.

   (i) Each local board of education shall nominate, in addition to the superintendent, one member for each 3,300 FTE or major fraction thereof. Each local board of education shall nominate at least two members.

   (ii) Each RESA board of control shall nominate five individuals at large from the RESA area.

   (iii) Local units of administration shall make nominations on a form furnished by the department.

(e) Local boards of education shall abide by the priorities of projects and construction activities contained in the approved facilities plan with the following exception.

1. The State Board of Education has approved a reordering of project priorities based upon a written documentation from the local board of education.

2. The school system has met all of the conditions and requirements stated in the law, including O.C.G.A. § 20-2-260(c)(9), and rules to amend its facilities plan when the plan to be amended included projects eligible for incentive advance funding.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.01
Authority: O.C.G.A. Sec. 20-2-260.
History. Original Rule entitled "Educational Facilities Construction Plan (Local Facilities Plan)" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Nov. 16, 1994; eff. Dec. 6, 1994.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. June 29, 2000; eff. July 19, 2000.

Rule 160-5-4-.02. Capital Outlay Entitlement, Funding Requests, And Required Local Participation.

(1) **DEFINITION.**

(a) **Regular entitlement -** a school system's annual share of the state's capital outlay entitlement authorized by the Georgia General Assembly for regular capital outlay purposes. This is computed by multiplying the annual authorization level by the ratio of the local need to the total state need as determined by the Local Facilities Plans (LFP).

(2) **REQUIREMENTS.**

(a) A local board of education's entitlement shall accrue from year to year. Effective July 1, 2012, all accrued entitlements can be used toward any eligible new construction, addition, renovation, and/or modification project.

(b) Each year during the annual capital outlay application period, a local school system can submit a request for state funding (entitlements) for a project(s) identified in its LFP.

(c) A local board of education shall have the required local participation funds available at the time the system submits its capital outlay application.

(d) Accrued entitlement will be adjusted annually for any new projects funded or credited for any balances remaining from completed projects.

(e) For the capital outlay program regular and regular advance categories), local school systems shall have the facility needs of each school determined by the department annually. Facility needs are determined by the total improvement needs recommended by the most recent state board approved LFP, adjusted downward for projects financed or completed since the completion of the previous survey and adjusted by the most recent FTE data.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.02
Authority: O.C.G.A. Secs. 20-2-260, 20-2-262.
History. Original Rule entitled "Educational Facilities Survey" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: New Rule entitled "Entitlement (Regular and Exceptional Growth), Funding Requests and Required Local Participation" adopted. F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. July 25, 1997; eff. August 14, 1997.
Amended: F. June 29, 2000; eff. July 19, 2000.
Amended: F. May 21, 2001; eff. June 10, 2001.
Amended: F. May 10, 2012; eff: May 30, 2012.

Rule 160-5-4-.03. Applications for State Capital Outlay Funding.

(1) **REQUIREMENTS.**

(a) Before an application may be submitted for a project, a Local Educational Agency (LEA) shall have a Local Facilities Plan (LFP) approved by the state board, and the project must be included in the approved LFP.

(b) A local board of education shall submit capital outlay applications that contain:

1. The proposed facilities improvements coordinated with the instructional program as outlined in the LFP.

2. Cost estimates adjusted to current construction costs as necessary.

3. The instructional and support space needs for each facility priority.

4. The estimated construction start date.

   Note: A construction contract cannot be issued before the funding application has been approved by the Georgia Department of Education (GaDOE) and signed by the local education agency's (LEA) superintendent and board chairperson.

(c) The LEA, with verification of the GaDOE, shall make adjustments if there has been an increase or decrease in the total projected FTE since the local facilities plan was approved, prior to submitting an application.

(d) LEAs requesting state funds for capital outlay projects as provided in O.C.G.A. § 20-2-260 or § 20-2-262 shall submit the application on forms furnished by the GaDOE no later than August 15 of the year preceding the fiscal year for which the funds are requested with the following attachments.

1. The LEA's Certificate of Title (or a copy of the warranty deed) for each school site.

2. Letter of Assurance from the Flood Plain Management Coordinator of the Georgia Department of Natural Resources that the site is not in the 100-year flood plain or coastal high hazard area.

3. Copy of the 25-year across-system contract, if applicable.

(e) When the total space needs in a proposed project application exceed the space required for a given population as reflected in the local facilities plan, the application shall be approved only if additional local funds are provided to cover the cost of the project for the space in excess of that required by state formula.

(f) More than one priority project may be included in a LEA's regular capital outlay application if the entitlement plus the required local amount, is sufficient to cover the cost of the multiple projects. LEAs shall give priority to elementary school construction projects.

(g) When making application, a LEA shall have the required local amount in its current approved budget as a line item or in the capital outlay account. Combinations of fund sources may be used to equal the required local amount.

(h) Portable units shall not be accepted as a state funded project in any capital outlay application under this program.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.03
Authority: O.C.G.A. Secs. 20-2-260, 20-2-262.
History. Original Rule entitled "Applications for State Capital Outlay Funding" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. June 29, 2000; eff. July 19, 2000.
Amended: F. May 21, 2001; eff. June 10, 2001.
Amended: F. May 10, 2012; eff: May 30, 2012.

Rule 160-5-4-.04. Special Appropriation for Public School Capital Outlay.

(1) **DEFINITIONS.**

(a) **Capital Outlay** - expenditures which result in the acquisition of fixed assets, improvements to sites, construction of buildings, construction of additions to buildings, retrofitting of existing buildings for energy conservation, renovation and modification of existing buildings, initial and additional equipment, and furnishings for K-12 educational facilities. For the purposes of the special appropriation, expenditures for the acquisition of property, swimming pools, tracks, stadiums, and other facilities or portions of facilities used primarily for athletic competition, non-permanent instructional units, and the central and area administrative offices of local units of administration shall be excluded.

(b) **Facilities Inventory** -represents all existing instructional units meeting minimum state requirements used in the delivery of the K-12 instructional program planned by the school system plus any instructional unit(s) planned (or currently under construction) for which local, state, or federal funding is available.

(c) **Instructional Units Earned** - refers to the number of instructional units(IUs) that should be available to provide adequate school facilities to deliver the approved K-12 instructional programs planned at a school based on the grade configuration and the student population at the school. The number of IUs earned at each school shall be derived from the applicable IU allocation chart provided by the Department.

(d) **Instructional Units Needed** -The number of instructional units needed at each school is determined by subtracting the number of units earned from the number of instructional units currently available and/or the number of instructional units for which funding is currently available.

(e) **Special Appropriation for Public School Capital Outlay** - Special appropriation for public school capital outlay refers to any appropriation of state funds authorized for public school capital outlay activities in addition to the appropriations approved for capital outlay projects under the provisions of O.C.G.A. § 20-2-260 and O.C.G.A. § 20-2-262.

(2) **REQUIREMENTS.**

(a) Local boards of education, with assistance from the Facilities Services staff, shall develop an application (or applications) in the format specified by the Department to request funding for the instructional units determined to be needed and eligible for funding from this special appropriation.

(b) All instructional units included in an application and constructed with funds from this special appropriation shall meet the common minimum facility requirements defined in the State Board of Education rules and in the guidelines named in Rule 160-5-4-.16 Educational Facility Site, Construction, and Reimbursement.

(c) Funds from this special appropriation may be combined with funds from other state or local fund sources in a single application. However, any application utilizing multiple fund sources shall be developed to comply with all the laws, rules, and guidelines applicable to each of the fund sources.

(d) While no local matching funds shall be required for the funds derived from this special appropriation, the local board of education shall agree to provide any additional local funds which may be needed to ensure that the project can be completed as described in the approved application.

(e) Local boards of education shall adopt the completed application(s) and return the approved application with original signatures to:

Georgia Department of Education

Facilities Services Unit

1670 Twin Towers, East

Atlanta, Georgia 30334

(f) Funds from this special appropriation shall be used to reimburse local boards of education for eligible expenditures incurred to complete the activities described in the approved application. Projects must be completed in accordance with any applicable laws, rules, and guidelines for capital outlay projects to qualify for reimbursement. Except as provided otherwise in these special rules and guidelines, the general rules and guidelines for capital outlay will apply to this program.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.04
Authority: O.C.G.A. Secs. 20-2-260, 20-2-262, 50-17-27.
History. Original Rule entitled "Annual Entitlement, Funding Request, and Required Local Participation" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: Rule retitled "Entitlement, (Regular and Exceptional Growth), Funding Requests, and Required Local Participation." F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: New Rule entitled "Special Appropriation for Public School Capital Outlay" adopted. F. June 15, 2001; eff. July 5, 2001.
Amended: F. Nov. 18, 2003; eff. Dec. 8, 2003.
Amended: F. May 10, 2012; eff: May 30, 2012.

Rule 160-5-4-.05. Regular Advance and Low-Wealth Funding.

(1) **REQUIREMENTS.**

(a) A local school system shall meet the following conditions to qualify for regular advance funding.

1. The school system shall have a current approved facilities plan in which the advance funded project is identified as the next priority.

2. The requested project will require a minimum of five years of regular capital outlay program entitlement earnings after regular accumulated entitlement has been deducted to construct the project.

3. The system shall have no remaining entitlement due on previous advance funded or low-wealth projects.

4. The project applied for shall not be in addition to other projects funded in a given year under the regular capital outlay program.

5. Regular advance funding applications shall be for only one project as required by law.

6. School systems seeking regular advance funding for across-system-line schools shall be required to utilize up to five year's combined entitlements.

7. Systems applying for regular advance funding for an across-system-line school shall have executed a 25 year contract as specified by law.

(b) Systems applying for advance funding under the provisions of law relating to schools certified as hazards to health and safety shall provide the following appropriate certification with the application.

1. Certification from the appropriate Department of Human Resources District/ Unit Health Director that such hazards exist.

2. Certification by the State Fire Marshal's Office specifying the life safety code violation.

(c) To qualify for low-wealth funding under the provisions of O.C.G.A. § 20-2-262, a school system shall meet the following conditions:

1. Sales tax revenues per Full-Time Equivalent (FTE) for the school system shall be in the bottom 25 percent of the statewide sales tax revenues per FTE, and the Value of property per FTE for the school system shall be in the bottom 25 percent of the statewide property wealth per FTE.

   Or

A system ranked in the bottom 25 percent of special purpose local option sales tax revenues (SPLOST) may apply for a low-wealth specific project, and

2. The school system's millage rate for maintenance and operation shall be at least 12 mills, and

3. A special purpose local option sales tax (SPLOST) is in effect in the local school district or the local school system has in place a millage rate for debt service on bonds, or both, and

4. The school system cannot have a current advance funding or low-wealth project, and

5. The school system must use prototypical specifications approved by the Georgia Department of Education in the design and construction of the facility.

(d) The Required Local Participation (RLP) for low-wealth projects is 8 percent.

(e) A reduction of 1 percent in the RLP will be applied for every one mill or equivalent mill levied by the system for each mill or equivalent mill levied by the school system at the time of the application.

(f) If the local funds needed for a project will be in excess of five years of projected SPLOST revenues (verified by the GaDOE), additional state funds will be applied to the project. The local funds needed will be equivalent to five years of projected SPLOST revenues.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.05
Authority: O.C.G.A. Secs. 20-2-260, 20-2-262.
History. Original Rule entitled "Regular Advanced Funding" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: Rule retitled "Regular Advance and Low-Wealth Funding". F. Apr. 19, 2004; eff. May 9, 2004.
Amended: F. May 10, 2012; eff.: May 30, 2012.

Rule 160-5-4-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.06
Authority: O.C.G.A. Sec. 20-2-260.
History. Original Rule entitled "Annual Physical Facility and Real Property Inventory" adopted F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.07. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.07
Authority: O.C.G.A. Sec. 20-2-260.
History. Original Rule entitled "Music, Art, and Physical Education Facilities" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.08. School Size.

(1) **Requirements.**

(a) School systems shall be eligible to receive full funding under the capital outlay program when they have met the requirements of law regarding the minimum school size and system organizational pattern.

(b) Capital outlay program participation by local school systems shall be limited to administrative units with not less than 200 FTE in any single grade or combination of grades K-8 for elementary schools or not less than 400 FTE in any single grade or combination of grades 4-8 for middle schools or not less than 500 FTE in any single grade or combination of grades 9-12 for high schools.

(c) Local school systems with schools below the minimum size shall be eligible for capital outlay participation when they meet or exceed the allowable variations of size as described in this rule under one of the following conditions:

1. When the FTE is 100 percent of the system's population.

2. When sizes are approved as a result of a consolidation feasibility study.

(d) If a system chooses to continue the operation of schools below the minimum size, the school or schools in question shall be excluded from all calculations involving the allotment of state capital outlay funds. The school system shall include as a part of the local facility plan a statement that the system assumes the responsibility for providing an instructional program and physical facilities essentially comparable to those offered at the other schools of the same grade level in the system. The school shall be listed in the system's order of priorities with all construction needs identified.

(e) Under the Capital Outlay Program, entitlement earnings and funding levels are based on the minimum square footage requirements established for the grade configuration specified in the system's Local Facilities Plan and any subsequent application for state funding approved by the local board of education and the State Board of Education. If a school system decides to reorganize to a different grade configuration with a lower square footage requirement after entitlement has

been earned or state funds have been appropriated to construct the school, entitlement earnings or state funds shall be adjusted to reflect the lower square footage requirements.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.08
Authority: O.C.G.A. Sec. 20-2-260.
History. Original Rule entitled "School Size" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Nov. 16, 1994; eff. Dec. 6, 1994.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. Mar 9, 2001; eff. March 29, 2001.

Rule 160-5-4-.09. Limited Public School Choice.

(1) **Definition.**

(a) **Excessive travel time and distance -**

1. The actual transportation time one way (on a school bus) to the school where the student has been assigned takes forty-five minutes longer than the transportation time (on a school bus) to the closer school where the student wants to be reassigned; or

2. The actual transportation distance one way (via the school bus route) to the school where the student has been assigned is at least 15 miles farther than the distance to the closer school where the student wants to be reassigned.

(b) **Notification of a student's assignment -** annual establishment of school attendance zones by the local board of education.

(2) **Requirements.**

(a) With the approval of the local board of education, a student may be reassigned to another school within the district where the student resides if all of the following conditions under subsection (a) are met:

1. The school to which the student has been assigned does not have available permanent classroom space, and the student is assigned to nonpermanent classroom facilities for instruction.

2. Another school within the district where the student resides has permanent classroom space available.

3. The parent or guardian of the student has submitted a written request to the local board of education asking for the student to be reassigned to a school where permanent classroom space is available.

4. The parent or guardian assumes responsibility for providing transportation for the student if a request for reassignment is granted by the local board of education.

(b) With the approval of both the sending and the receiving local boards of education, a student may be reassigned to a school in another school district if all of the following conditions under subsection (b) are met:

1. A school in another school district is closer to the student's place of residence than the school to which the student has been assigned.

2. The actual transportation time or distance on a bus one way to the school where the student has been assigned is determined to be excessive in terms of travel time or distance as defined in (1)(a)1. or (1)(a)2.

3. The school to which the student is requesting reassignment is offering an instructional program comparable to that offered in the school where the student was originally assigned.

4. The school in the other school system to which the student is requesting reassignment has available permanent classroom space.

5. The parent or guardian assumes responsibility for providing transportation for the student.

6. For the 2000-2001 school year, the parent or guardian of a student requesting reassignment shall submit written requests to the local board of education where the student wishes to be reassigned and to the local board of education where the student resides within seven days after the beginning of school or seven days after the effective date of this rule whichever is later. Beginning with the 2001-2002 school year, each local board of education is required to establish and annually publish the school attendance zones for the school system. The parent or guardian of a student eligible to request reassignment shall submit written requests each year to the local board of education for the school where the student wishes to be reassigned and to the local board of education where the student resides by no later than seven days following the publication of attendance zones. The responsible local boards of education shall respond to the requesting parent or guardian within 30 days of receipt of the request for reassignment.

(c) If both local boards of education agree to the reassignment, the state and federal funds earned by those students allotted to the sending school system shall be reallotted to the receiving school system.

(d) The receiving school system may elect to receive any part or all of the local five mill share directly from the sending school system correlated to the number of transferred students.

(e) The school system providing services may apply to the state for reimbursement in an amount equal to the difference between the dollar amount per full-time equivalent student represented by the state program funds received and the total dollar amount per fulltime equivalent student expended by the system for a similarly enrolled student (excluding transportation costs).

(f) If the parties are unable to reach a satisfactory agreement regarding a request to reassign a student to another school, the parent or guardian may request an appeal of the decision(s) made by the local board(s) of education. Such appeal shall comply with the procedures in O.C.G.A. § 20-2-1160 and State Board of Education Rule 160-1-3-.04 School Law Tribunals and Appeals.

(g) Nothing in this rule shall be construed to interfere with desegregation plans in effect or any subsequent implementation thereof.

(h) Nothing in this rule shall be construed to alter contractual relationships between two or more school systems.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.09
Authority: O.C.G.A. Sec. 20-2-260, 20-2-294.
History. Original Rule entitled "Emergency Modifications" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: New Rule entitled "Limited Public School Choice" adopted. F. Sept. 15, 2000; eff. Oct. 5, 2000.

Rule 160-5-4-.10. Approval of Plans and Specifications.

(1) **Requirements.**

(a) Local school systems constructing new schools or additions to existing schools or modifying existing schools that are to be used for instruction or for housing students in connection with student activities shall meet minimum requirements and standards as provided in Rule 160-5-4-.16 Design and Construction Standards and Construction Costs.

(b) Local school systems shall obtain the services of architects and engineers who hold current Georgia registration to design all school facility construction and/or modification.

1. The local school system shall obtain approval for all plans and specifications from the department, State Fire Marshal, and Georgia Department of Human Resources or any other state or federal agency as may be applicable.

(c) Facilities constructed prior to July 1, 1981, but after 1952, that do not meet the requirements and standards in Rule 160-5-4-.16 Design and Construction Standards and Construction Costs are exempt from the rule, provided the plans and specifications have been previously approved by the department and the appropriate occupancy permits have been issued by the state fire marshal.

1. Local school systems having buildings or classrooms constructed after July 1, 1981, without approved plans and specifications in accordance with this rule, shall be in violation of state law, and the local school system shall be responsible for bringing these facilities into compliance with the rules, regulations, standards, and safety codes that were in effect at the time of construction.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.10
Authority: O.C.G.A. Secs. 20-2-260, 20-2-261.
History. Original Rule entitled "Approval of Plans and Specifications" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. June 29, 2000; eff. July 19, 2000.

Rule 160-5-4-.11. Design Contracts and Fees.

(1) **DEFINITIONS.**

(a) **Design Professional** - an architect; civil structural engineer, mechanical engineer, electrical engineer, plumbing engineer, or heating, ventilating, and air conditioning (HVAC) engineer; interior designer; landscape architect; or other professional whose services require licensing and registration by the state.

(2) **REQUIREMENTS.**

(a) Local boards of education contracting with a registered design professional for the design and supervision of a state-funded capital outlay construction project shall select and execute the architectural contract of their choice and incorporate the "Mandatory Addendum to the Owner/Design Professional Agreement" as an attachment to the contract selected. The "Mandatory Addendum to the Owner/Design Professional Agreement" will be provided by the department. No alterations to the terms and conditions of the "Mandatory Addendum to the

Owner/Design Professional Agreement" will be permitted without prior written consent from the department.

(b) Local boards of education shall specify a percentage fee in the contract(s) executed for architectural services on state capital outlay construction projects. State participation in architectural fees cannot exceed a total of six percent of the eligible stated cost limitation. The maximum amount eligible for state participation for architectural design fees (sometimes referred to as the basic rate) shall not exceed four percent of the stated cost limitation for the project. The maximum amount eligible for state participation for architectural oversight during the construction phase of the project shall not exceed two percent of the stated cost limitation for the project.

(c) Local boards of education shall file with the department a copy of the executed architectural contract with the "Mandatory Addendum to the Owner/Design Professional Agreement" attached to be eligible for reimbursement of state funds for the project.

(d) Local school systems shall not charge to state capital outlay funds any payment to the design professional greater than the amount stated in paragraph (b) above.

(e) Payments to reimburse local school systems for architectural fees incurred shall be made as follows:

1. When preliminary plans have been approved by the department, the system shall be eligible to receive reimbursement up to a sum equal to, but not greater than, 25 percent of the eligible design fee computed on the stated cost limitation for the project.

2. When final plans and specifications have been approved by the owner and the department, the system shall be eligible to receive reimbursement up to a sum sufficient to increase the amount reimbursed for architectural design fees up to 75 percent of the eligible design fee computed on the stated cost limitation for the project.

3. When bids have been received and the required supporting documentation has been received by the department, the system shall be eligible to receive reimbursement up to a sum sufficient to increase the payments for architectural design fees to 100 percent of the cost stated in the lowest acceptable bid, but in no event for an amount in excess of four percent of the stated cost limitation.

4. Reimbursement to the school system for architectural fees incurred for oversight during the construction phase of the project shall be made in equal proportion to the amount of work certified for payment by the design professional on the periodical estimate of the contractor. Reimbursement for

architectural fees for oversight of the construction phase will be based on the maximum amount designated in the architectural contract, or the maximum amount eligible for state participation, whichever is less. Reimbursement for architectural oversight shall be made on a periodic basis as the construction activities progress until such time as the sum of the reimbursement paid equals 95 percent of the maximum, eligible amount allowed for project oversight. When the final closeout documents have been received by the department, the system shall be eligible to receive a sum sufficient to increase the amount of reimbursement for architectural fees up to 100 percent of the amount stated in the architectural contract or the maximum amount eligible for state participation for architectural fees, whichever is less.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.11
Authority: O.C.G.A. Secs. 20-2-260.
History. Original Rule entitled "Architectural Contracts and Fees" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: F. Aug. 20, 1999; eff. Sept. 9, 1999.
Amended: F. June 29, 2000; eff. July 19, 2000.
Amended: F. May 10, 2012; eff.: May 30, 2012.

Rule 160-5-4-.12. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.12
Authority: O.C.G.A. Secs. 20-2-260.
History. Original Rule entitled "Square Footage Requirements, Formulas and Instructional Unit Allocations" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.13. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.13
Authority: O.C.G.A. Secs. 20-2-260.
History. Original Rule entitled "School Sits Selection" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.14. Sparsity Grant.

(1) REQUIREMENTS.

(a) When a school system meets all the requirements stated in O.G.C.A. § 20-2-292 and its annual average FTE continues to remain below the following sizes, the calculation of the system's sparsity grant for each subsequent year will be based on the increase or decrease in the system's FTE after the original feasibility study was completed.

1. Elementary School - 450 FTE.
2. Middle School - 624 FTE.
3. High School - 485 FTE.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.14
Authority: O.C.G.A. Secs. 20-2-291, 20-2-292.
History. Original Rule entitled "Sparsity Grant" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Jun. 27, 1991; eff. July 17, 1991.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.15. Processing of Plans and Specifications for Public School Construction.

(1) **DEFINITIONS.**

(a) **Planning and construction documents** - all architectural and engineering draw ings, project manual, technical specifications, addenda, change orders, and other documents as requested that are employed in the design, bidding, and construction of a public school facility.

(b) **Project manual** - the bound document containing the Invitation for Bid or Proposal, Instruction to Bidders or Offerors, Proposal Form, General Conditions of the Contract, Supplementary Conditions, Special Conditions, Sample Forms, and other documents as required, as well as all technical specifications for the project.

(c) **Design/bid/build** - a construction delivery method that involves securing competitively bid lump sum construction. Contracts are based on complete and prescriptive contract documents prepared by design professionals, and made up of drawings, specifications, and supporting information. The design-bid-build/lump sum (or stipulated sum) delivery system uses competitive bidding among general contractors, with performance/payment bonds, and various other statutory requirements and State Board of Education rules being employed to protect the owner's investments. While bidders may be asked to prequalify, the procurement process must be a competitive sealed bid, with the price being the only factor,

subject to the bidder showing it is both responsible and its bid is responsive to the solicitation.

(d) **Design Professional** - an architect; civil structural engineer, mechanical engineer, electrical engineer, plumbing engineer, or heating, ventilating, and air conditioning (HVAC) engineer; interior designer; landscape architect; or other professional whose services require licensing and registration by the state.

(e) **Construction Manager/General Contractor at Risk** - a construction delivery method that allows the owner to (1) hire a construction manager at any time during the project pre-design phase. The construction manager and the design professional work together to develop and estimate costs for the design. A guaranteed maximum price is provided by the construction manager at risk who then receives proposals and awards contracts to subcontractors. Or (2) hire a general contractor after the completion of the design phase. The procurement process for the construction manager or general contractor must be a competitive qualifications selection. Following a procedure similar to that contained in O.C.G.A. § 36-91-20*et seq.* is acceptable.

(f) **Design/Build** - a construction delivery method wherein the builder and the design professional are one entity hired to deliver the project. A guaranteed maximum price is usually furnished in the beginning of the project based upon the design criteria prepared by the client. The procurement process must be a competitive qualifications selection. Following a procedure similar to that contained in O.C.G.A. § 36-91-20*et seq.* is acceptable.

(g) **Construction Management Services** - an individual, company, or firm that represent the governmental agency in an administrative and oversight capacity of a construction project.

Construction Management Services are intended to cover the services of a Construction Manager Agent not at risk, Construction Manager, and Program Manager. The procurement process must be a competitive qualifications selection. Following a procedure similar to that contained in O.C.G.A. § 36-91-20*et seq.* is acceptable.

(2) **REQUIREMENTS.**

(a) The requirements of this rule shall apply to all public school construction projects regardless of project funding source unless exempt by O.C.G.A. § 36-91-22.

(b) The local board of education shall submit to the department for approval all planning and construction documents for the design and/or modification of any facility or structure that will house public school children or that will be utilized to provide services for public school children. Approval will be in accordance with the current department publications as listed in Rule 160-5-4-.16. Copies of the

publications named in Rule 160-5-4-.16 may be obtained from the Department or printed directly from the Facilities Services website located at www.doe.k12.ga.us/facilities/rulesandguidebooks.html.

(c) Final drawings and the project manual for any public school construction project using the design/bid/build construction delivery method shall be submitted to the department in accordance with paragraph (2)(b) above and approved prior to advertisement for bids.

(d) Projects using any construction delivery method other than described above shall submit plans and specifications as follows:

1. Both the preliminary and the check set reviews must be submitted and approved by the Georgia Department of Education (GaDOE) Facilities Services Unit prior to the start of any of the building's foundation work or the issuance of a construction permit from the local authorities having jurisdiction, whichever comes first. The check set approval is complete only after all comments have been addressed.

2. At a minimum of thirty days prior to the building's eighty percent inspection by the Fire Marshall, final plans shall be submitted for review and approval by the GaDOE Facilities Services Unit.

(e) If final plans are not approved in accordance with this rule, any state funds allocated to the project may be withheld. Plans and specifications for all projects without regard for the fund source or construction delivery method must be approved by the department in compliance with O.C.G.A. § 20-2-260(c)(7), 20-2-260(d)(6), and 20-2-261.

(f) The local board of education shall be responsible for having all final drawings and the project manual approved by the state and local Fire Marshal, Department of Human Resources, and local government agencies and any required permits issued prior to the start of construction.

(g) The local board of education shall procure the services for the construction activities defined and set forth in (1) (e), (f), and (g) through a Qualification-Based Selection via Request for Proposal, or may use a similar statutory or industry-recognized model that does not restrict competition. Prior to issuing the Request For Proposal, the local board of education shall obtain a letter from legal counsel that the proposal has been reviewed and meets all of the criteria required in O.C.G.A. § 36-91-20 and 36-91-21. This process must have a documented method of evaluation for selecting firms and such information shall be made available to all participants of the process, As a minimum, the local board shall advertise for such services for a period of four weeks, using the criteria set forth in O.C.G.A. § 36-91-20.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.15
Authority: O.C.G.A. Secs. 20-2-260, 20-2-261, 36-91-20 to 36-91-22.
History. Original Rule entitled "Processing of Plans and Specifications for Public School Construction" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. Nov. 18, 2003; eff. Dec. 8, 2003.
Amended: F. Oct. 9, 2008; eff. Oct. 29, 2008.
Amended: F. May 10, 2012; eff.: May 30, 2012.

Rule 160-5-4-.16. Educational Facility Site, Construction, and Reimbursement.

(1) **REQUIREMENTS.**

(a) Approval of all sites to be used for instructional purposes, design of all new educational facilities, additions, renovations, and modifications to all existing educational facilities, reimbursement of state funds for approved funded projects, and the process for closing an educational facility shall be in accordance with all applicable provisions and requirements of the latest editions of Guidelines available from the department.

1. Guideline for Compliance with the Standards and Criteria of the National Flood Insurance Program (Amended May 10, 2012)

2. Guideline for Educational Facility Construction (Amended November 6, 2014)

3. Guideline for Submission of Documents for Review of Planning, Bidding, and Construction of Educational Facilities (Amended May 10, 2012)

4. Guideline for Square Footage Requirements for Educational Facilities (Amended May 10, 2012)

5. Guideline for Risk Hazard Assessment of Educational Facility Sites (Amended May 10, 2012)

6. Guideline for Educational Facility Site Selection (Amended May 10, 2012)

7. Guideline for Construction Reimbursement Rates (Amended May 10, 2012)

8. Guideline for Receiving State Capital Outlay Funds (Amended May 10, 2012)

9. Guideline for Closing an Educational Facility (Amended May 10, 2012)

10. Guideline for Reimbursement of State Funded Projects (Amended May 10, 2012)

11. Guideline for Low Wealth Applications (Amended August 22, 2019)

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.16
Authority: O.C.G.A. §§ 20-2-260: 20-2-261; 20-2-262.
History. Original Rule entitled "Design and Construction Standards" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: Rule retitled "Design and Construction Standards and Construction Costs," F. Nov. 21, 1996; eff. Dec. 11, 1996.
Amended: F. May 21, 2001; eff. June 10, 2001.
Repealed: New Rule entitled "Educational Facility Site, Construction, and Reimbursement" adopted. F. July 9, 2010; eff. July 29, 2010.
Amended: F. May 10, 2012; eff.: May 30, 2012.
Amended: F. May 10, 2012; eff.: May 30, 2012.
Amended: F. Nov. 7, 2014; eff. Nov. 27, 2014.
Amended: F. Aug. 22, 2019; eff. Sept. 11, 2019.

Rule 160-5-4-.17. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.17
Authority: O.G.C.A. Secs. 20-2-260, 20-2-261.
History. Original Rule entitled "Facility Space Requirements" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.18. Bidding Requirements for School Capital Outlay Projects.

(1) **DEFINITIONS.**

(a) **Design/bid/build** - a construction delivery method that involves securing competitively bid lumpsum construction. Contracts are based on complete and prescriptive contract documents prepared by architects and engineers and made up of drawings, specifications, and supporting information. The design-bid-build/lumpsum (or stipulated sum) delivery system, uses competitive bidding among general contractors, with performance/payment bonds, and various other statutory requirements and State Board of Education rules being employed to protect the owner's investments. While bidders may be asked to prequalify, the procurement process must be a competitive sealed bid, with the price being the only factor, subject to the bidder showing it is both responsible and its bid is responsive to the solicitation.

(b) **Construction Manager/General Contractor at Risk -** a construction delivery method that allows the owner to (1) hire a construction manager at any time during the project pre-design phase. The construction manager and the architect/engineer work together to develop and estimate costs for the design. A guaranteed maximum price is provided by the construction manager at risk who then receives proposals and awards contracts to subcontractors; or (2) hire a general contractor after the completion of the design phase. The procurement process for the construction manager or general contract or must be a competitive qualifications selection. Following a procedure similar to that contained in O.C.G.A.§ 36-91-20*et seq.* is acceptable.

(c) **Design/Build -** a construction delivery method where in the builder and the architect are one entity hired to deliver the project. A guaranteed maximum price is usually furnished in the beginning of the project based upon the design criteria prepared by the Client. The procurement process must be a competitive qualifications-based selection. Following a procedure similar to that contained in O.C.G.A. § 36-91-20*et seq.* is acceptable.

(d) **Construction Management Services -** an individual, company, or firm that represents the governmental agency in an administrative and oversight capacity of a construction project. Construction Management Services are intended to cover the services of a Construction Manager Agent not at risk, Construction Manager, and Program Manager. The procurement process must be a competitive qualifications-based selection. Following a procedure similar to that contained in O.C.G.A. § 36-91-20*et seq.* is acceptable.

(2) **REQUIREMENTS.**

(a) The requirements of this rule shall apply to all public school construction projects regardless of proje
unless exempt by O.C.G.A. § 36-91-22.

(b) Local boards of education seeking bids or proposals on a school construction project shall comply w
of O.C.G.A. § 36-91-1, and shall advertise for bids or proposals in accordance with O.C.G.A. § 36-9
80-26.

(c) Local boards of education shall not restrict open and competitive award requirements on constructio
criteria or process adopted by a local board of education for the purpose of pre-qualifying prospectiv
in compliance with O.C.G.A. § 36-91-20(f) and 36-91-23.

(d) Local boards of education shall make available complete sets of plans and specifications to all bidde
projects using a design/bid/build construction delivery method. Projects using any other constructio
shall submit plans and specifications for approval as appropriate based on the delivery method used.
delivery methods where competitive sealed bids and/or proposals are appropriate, plans and specific
available to all offerors as required by O.C.G.A. § 36-91-21(c).

(e) Local boards of education shall not restrict the competitive award requirements on construction proje race, religion, sex, disability, age or national origin.

(f) Local boards of education shall submit to the department a certified tabulation of all bids/proposals r construction projects.

(g) Local boards of education may use deductive alternates to reduce the base bid on state-funded projec design/bid/build construction delivery method; however, the deductive alternates shall be bid prioriti in numerical sequence as used in the bid documents. When the local school system determines that d alternatives must be selected, all bids will be recalculated removing the deductive alternates to be tak shall then be determined on the base bid less any deductive alternates.

(h) The plans and specifications shall indicate if the project will be awarded by base bid or base bid plus alternates. Additive alternates may be exercised in any order. If the plans and specifications state tha be awarded on base bid, then additive alternates are considered only after the low base bidder has be plans and specifications state that the project will be awarded by base bid plus additive alternates, all recalculated adding the additive alternates to be taken. The low bid shall then be determined on the b selected additive alternates.

(i) Local boards of education shall comply with all procedures contained in *Guidelines for Receiving Sta Funds* when bidding state-funded Capital Outlay projects. Copies of this publication may be obtained department or downloaded directly from the web at http://www.gadoe.org/Finance-and-Business-Op Services/Documents/8.%20Guideline%20for%20Receiving%20State%20Capital%20Outlay%20Fun

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.18
Authority: O.C.G.A. §§ 20-2-260; 36-80-26; 36-91-1; 36-91-20; 36-91-21; 36-91-23; 36-91-40; 36-91-41; 36-91-42; 36-91-43; 36-91-44; 36-91-45; 36-91-50; 36-91-52; 36-91-70; 36-91-71; 36-91-72; 36-91-73; 36-91-74; 36-91-75.
History. Original Rule entitled "Bidding Requirements for State-Funded School Capital Outlay Projects" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Amended: F. June 29, 2000; eff. July 19, 2000.
Amended: F. Nov. 18, 2003; eff. Dec. 8, 2003.
Repealed: New Rule entitled "Bidding Requirements for School Capital Outlay Projects" adopted. F. Feb. 12, 2009; eff. Mar. 4, 2009.
Amended: F. July 19, 2018; eff. August 8, 2018.

Rule 160-5-4-.19. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.19
Authority: O.G.C.A. Secs. 20-2-260.
History. Original Rule entitled "Rules for Receiving State Funds for Approved State Capital Outlay Projects" adopted F. Nov. 30, 1990; eff. Dec. 20, 1990.
Amended: F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.20. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.20
Authority: O.C.G.A. Sec. 20-2-260.
History. Original Rule entitled "Incentive Advanced Funding" adopted. F. Sept. 19, 1994; eff. Oct. 9, 1994.
Repealed: F. May 10, 2012; eff.: May 30, 2012.

Rule 160-5-4-.21. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.21
Authority: O.C.G.A. Sec. 20-2-260.
History. Original Rule entitled "Consolidation and/or School Closing" adopted. F. Nov. 16, 1994; eff. Dec. 6, 1994.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-4-.22. Guaranteed Energy Savings Performance Contracts for Public School Facilities.

(1) **DEFINITIONS.**

(a) **Guaranteed energy savings contract** - a contract executed pursuant to O.C.G.A. § 50-37-3 between a local board of education and a qualified energy service provider for evaluation, recommendation, and implementation of one or more energy conservation measures which shall include, at a minimum, the design and installation of equipment and, if applicable, operation and maintenance of any of the measures implemented, and guaranteed annual savings which must meet or exceed the total annual contract payments made by the governmental unit for such contract, including financing charges to be incurred by the governmental unit over the life of the contract.

(2) **REQUIREMENTS.**

(a) Local boards of education are authorized to enter into guaranteed energy savings contracts as provided in the Guaranteed Energy Savings Performance Contracting Act (O.C.G.A. § 50-37-1, et. seq.). Local boards of education shall adhere to all applicable requirements the Guaranteed Energy Savings Performance Contracting Act when entering into guaranteed energy savings contracts, including, but not limited to, requirements for provider selection and public advertisement.

(b) Local boards of education shall follow all State Board of Education rules and Georgia Department of Education guidelines for processing plans and specifications of capital improvements made by local boards of education as a part of guaranteed energy savings contracts.

(c) Capital improvements made as a part of guaranteed energy savings contracts may be eligible for capital outlay funding under O.C.G.A. § 20-2-260. To utilize capital

outlay funding for capital improvements made as a part of guaranteed energy savings contracts, local boards of education shall ensure any such capital improvement is eligible for capital outlay funding under the restrictions of the applicable bond issue of the Georgia State Financing and Investment Commission (GSFIC) and shall follow all State Board of Education rules and Georgia Department of Education guidelines for capital outlay projects, including the *Guideline for Energy Savings Performance Contracts*.

(d) Local boards of education shall not be required to follow public bidding and advertisement requirements of O.C.G.A. § 36-91-20 or § 36-91-21 for guaranteed energy savings contracts provided the local board of education follows the requirements of the Guaranteed Energy Savings Performance Contracting Act.

(e) Local boards of education are encouraged to collaborate with the Georgia Energy Finance Authority (GEFA) prior to entering into a guaranteed energy savings contract.

Cite as Ga. Comp. R. & Regs. R. 160-5-4-.22
Authority: O.C.G.A. § 20-2-240, 20-2-260, 36-91-2, 50-37-1, 50-37-8.
History. Original Rule entitled" Guaranteed Energy Savings Performance Contracts for Public School Facilities" adopted. F. Aug. 23, 2012; eff. Sept. 12, 2012.

Subject 160-5-5. HAZARDOUS MATERIALS AND SCHOOL MAINTENANCE MANAGEMENT.

Rule 160-5-5-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-5-.01
Authority: O.C.G.A. Sec. 20-2-261.
History. Original Rule entitled "Biennial Maintenance Review" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-5-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-5-.02
Authority: O.C.G.A. Sec. 20-2-16, 20-2-59, 20-2-261.
History. Original Rule entitled "Emergency Preparedness Plan" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.
Repealed: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Rule 160-5-5-.03. Asbestos Occupation Accreditation Program.

(1) PURPOSE. The federal Asbestos Hazard Emergency Response Act (AHERA, P. L. 99-519) of 1986 requires that persons who conduct asbestos-related work in schools must receive certification from accredited programs in order to inspect school buildings for asbestos, develop management plans, and design or conduct response actions. If the state chooses to have authority for the Clean Air Act, the state is required to adopt an accreditation program at least as stringent as the Environmental Protection Agency (EPA) Model Accreditation Plan, 40 CFR 763, Subpart E, Appendix C.

(2) DEFINITION.

(a) For purposes of this program, all words used herein shall have the same meaning as defined and used in the pertinent *Federal Register;* i.e.

1. *Federal Register*/Vol. 52, No. 210/Friday, October 30, 1987/Rules and Regulations, EPA 40 CFR Part 763, Asbestos-Containing Materials in Schools, Final Rule and Notice.

2. *Federal Register*/Vol. 52, No. 83/Thursday, April 30, 1987/Rules and Regulations, EPA 40 CFR Part 763, Asbestos-Containing Materials in Schools; Model Accreditation Plan.

(3) REQUIREMENTS.

(a) Local school systems shall be responsible for meeting all the requirements stated in AHERA and shall engage only certified persons from accredited programs.

Cite as Ga. Comp. R. & Regs. R. 160-5-5-.03
Authority: O.C.G.A. Sec. 20-2-19.
History. Original Rule entitled "Asbestos Occupation Accreditation Program" adopted. F. Nov. 21, 1991; eff. Dec. 11, 1991.
Amended: F. Nov. 21, 1996; eff. Dec. 11, 1996.

Subject 160-5-6. SCHOOL NUTRITION PROGRAM.

Rule 160-5-6-.01. Statewide School Nutrition Program.

(1) **DEFINITIONS**.

(a) **Certified Food Safety Manager** - a school nutrition employee who holds a food safety certificate from an accredited program as defined in the Georgia Rules and Regulations for Food Service Chapter 511-6-1.

(b) **Certified School Nutrition Program Director** - an individual who holds a school nutrition director service certificate issued by the Georgia Professional Standards

Commission (PSC) and meets the requirements of director as specified in State Board of Education (SBOE) Rule 160-5-1-.22 Personnel Required.

(c) **Classified School Nutrition Employee -** an individual who meets the following conditions:

1. Is employed in a school or school district;

2. Works more than 20 hours per week; and

3. Completes the state required Orientation for Nutrition Employees (O.N.E.) course within the first full school year of employment.

(d) **Classified School Nutrition Manager** - an individual who meets the requirements of the Classified School Nutrition Employee and meets one of the following conditions:

1. **Manager Trainee -** holds a minimum of a high-school diploma or state approved high school equivalency (HSE) and meets one of the following conditions:

   (i) if hired after July 1, 2022, must complete the Manager and Culinary Pathway courses for Managers within five (5) years of date of hire; or

   (ii) if hired prior to July 1, 2022, must have completed a combination of the state-approved pathway courses for Managers and the core Training in Depth (TID) coursework within 5 years;

2. **Manager I -** holds a minimum of a high school diploma or HSE and has completed the Manager and Culinary Pathway courses for Managers or has previously completed the previous core TID coursework;

3. **Manager II -** holds an associate or more advanced degree; and has completed the Manager and Culinary Pathway courses for Managers or has completed the previous core TID coursework; or

4. **Manager/Supervisor -** was employed as Manager/Supervisor prior to July 1, 2015, or meets one of the following conditions:

   (i) holds an associate degree in a specific major (food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field) with two years of relevant school nutrition programs experience, or

   (ii) holds a bachelor's degree in any academic major with two years of relevant school nutrition programs experience, or

(iii) holds a bachelor's degree with any academic major and a school nutrition director service certificate issued by the PSC, or

(iv) holds a bachelor's degree with an academic major in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.

All Manager/Supervisors hired after July 1, 2022 must complete the Manager and Culinary Pathway courses within five (5) years of date of hire and meet the requirements of director as specified in paragraph (2)(a)(5)(ii) of SBOE Rule 160-5-1-.22 Personnel Required.

(e) **Competitive Foods -** foods defined by Title 7 of the Code of Federal Regulations (CFR) in Sections 210.11 and 220.12 as any food item that is sold to children other than foods sold or served as part of the National School Lunch (NSLP) and Breakfast (NSBP) Programs on the school campus during the school day or Smart Snacks, as defined by USDA regulations.

(f) **Core TID Courses -** Courses authorized by state law and SBOE rule for Classified School Nutrition Managers hired prior to July 1, 2022 and constituting the 150 credit hours that must be earned within the first five years employed as a Classified School Nutrition Manager. As of July 1, 2022, the Georgia Department of Education (GaDOE) has replaced the Core TID Courses with the Manager Pathway and Culinary Pathway courses.

(g) **Georgia Professional Standards Commission (PSC) -** the state agency created by O.C.G.A. § 20-2-983 and authorized to assume full responsibility for the certification, preparation, and conduct of certified, licensed, or permitted personnel employed in Georgia.

(h) **Local Board of Education (LBOE) -** a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(i) **Manager Pathway and Culinary Pathway Courses -** a series of online, self-paced courses focused on the key knowledge and skills required to operate a school nutrition program. As of July 1, 2022, GaDOE has replaced the Core TID Courses with the Manager Pathway and Culinary Pathway courses.

(j) **Primary responsibilities related to meal accountability functions -** prepayment and collection of cash and counting meals at point-of-service except in kindergarten and special entities, including, but not limited to, special education,

alternative schools, in-school suspension, and special events; counting cash for deposit; final and official approval and verification of free and reduced-price meal applications; oversight of the process for assuring accuracy and completeness of related regulatory functions; and maintenance of an official master list of eligible students.

(k) **School Campus -** all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

(l) **School Day -** the period from 12:00 a.m. until 30 minutes after the official end of the school day.

(m) **School Food (SFA) - the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the program therein or be otherwise approved by the USDA Food and Nutrition Service (FNS) to operate the program.**

(n) **School nutrition program personnel -** those program personnel whose job responsibility relates to the planning, purchasing, preparing, service, accounting required by the program and whose wages are eligible for payment from school nutrition program funds.

(o) **Smart Snacks -** science-based nutrition standards for snack foods and beverages sold to children at school during the school day.

(p) **State-approved nutrition program -** a federal lunch program which operates in every school and is available to every enrolled student in attendance during the period of 10 a.m. to 2 p.m. and a breakfast program as required by O.C.G.A. § 20-2-66, including notification in the dominant languages to parents and students of the availability of the school breakfast program in all participating schools.

(q) **State performance standard -** the standard used to allot state school lunch appropriations that prescribes a minimum of 85 lunches to be produced during eight hours of work by a full-time equivalent school nutrition position.

(2) **REQUIREMENTS.**

(a) Each SFA shall through policy or administrative procedure maximize student participation and quality meals in the school nutrition program by providing the following:

1. Participation by all schools in a state-approved nutrition program.

2. A policy regarding the sale of competitive foods which includes the following, at a minimum:

(i) Adherence to Public Law 11- 296, The Healthy, Hunger-free Kids Act of 2010 regarding exempt fundraisers; and

(ii) Prohibitions from the sale of foods that do not meet the federal criteria during the school day and on the school campus.

3. A job-related training program for school nutrition program personnel that when implemented:

   (i) Adheres to the federal and state rules regarding professional standards for local school nutrition personnel.

   (ii) Makes in-service training available to program personnel annually, based on local needs and consistent with requirements of SBOE Rule 160-3-3-.04 Professional Learning.

   (iii) Requires all new employees to complete within the first full school year of employment O.N.E. training or a GaDOE-approved local alternate.

4. Requires each food service facility to have at least one school nutrition employee on site to be certified as a food safety manager, designated for that one site, who has successfully completed a state-approved food safety training program and passed a professionally validated Certified Food Safety Manager (CFSM) examination that is accredited by the Conference for Food Protection or other accrediting agency as conforming to national standards for organizations that certify individuals.

5. Assignment of primary responsibilities related to meal accountability functions to school nutrition personnel.

6. In base-size school systems, system-level supervisory school nutrition personnel employed in addition to those required by paragraph (2)(a)(5) of SBOE Rule 160-5-1-.22 Personnel Required and assigned to manage or supervise or train multiple school sites shall minimally meet requirements of a classified school nutrition manager/supervisor or school nutrition program director trainee.

7. A locally established salary schedule and number of full-time equivalent positions which meet or exceed the minimum state performance standard.

Cite as Ga. Comp. R. & Regs. R. 160-5-6-.01
Authority: O.C.G.A. §§ 20-2-66, 20-2-187.
History. Original Rule entitled "Statewide School Nutrition Program" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Amended: F. May 21, 1997; eff. June 10, 1997.

Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.
Amended: F. Jul. 21, 2012; eff. Aug. 10, 2011.
Amended: F. Aug. 21, 2014; eff. Sept. 10, 2014.
Amended: F. July 17, 2015; eff. August 6, 2015.
Amended: F. Feb. 16, 2023; eff. Mar. 8, 2023.

Rule 160-5-6-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-6-.02
Authority: O.C.G.A. Secs. 20-2-187, 20-2-168(a).
History. Original Rule entitled "School Nutrition Records" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. May 21, 1997; eff. June 10, 1997.

Rule 160-5-6-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-6-.03
Authority: O.C.G.A. Secs. 20-2-168(a), 20-2-187.
History. Original Rule entitled "Distribution of State Financial Assistance for School Lunches" adopted. F. Sept. 27, 1990; eff. Oct. 17, 1990.
Repealed: F. May 21, 1997; eff. June 10, 1997.

Rule 160-5-6-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-6-.04
Authority: O.C.G.A. Secs. 20-2-187.
History. Original Rule entitled "School Nutrition Positions" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. May 21, 1997; eff. June 10, 1997.

Rule 160-5-6-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-5-6-.05
Authority: O.C.G.A. Secs. 20-2-66.
History. Original Rule entitled "School Breakfast Program" adopted. F. Jul. 22, 1994; eff. Aug. 11, 1994.
Repealed: F. May 21, 1997; eff. June 10, 1997.

Chapter 160-6. .

Subject 160-6-1. REPEALED.

Rule 160-6-1-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.01
Authority: O.C.G.A Secs. 20-2-200, 20-2-240.
History. Original Rule entitled "Acronym/Codes" was f. as ER 160-6-1-0.1-.01. F. and eff. February 21, 1990, the

date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this Emergency Rule, as specified by the Agency.
Amended: Permanent Rule of same title adopted F. Apr. 20, 1990; eff. May 10, 1900.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.02
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Appeals" was f. as ER 160-6-1-0.1-.02 F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.03
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Suspension, Revocation, Denial or Recall of Certificates" was f. as ER 160-6-1-0.1-.03. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.04
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Reinstatement or Renewal of a Suspended or Revoked Certificate" was f. as ER 160-6-1-0.1-.04. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.05
Authority: O.C.G.A. Sec. 20-2-790.
History. Original Rule entitled "Referral to Professional Practices Commission" was f. as ER 160-6-1-0.1-.05. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.06. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.06
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certification by Approved Programs" was f. as ER 160-6-1-0.1-.06. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.07. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.07
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certification by Evaluation" was f. as ER 160-6-1-0.1-.07. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject mater superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.08. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.08
Authority: O.C.G.A. Secs. 20-2-200, 20-2-201.
History. Original Rule entitled "Alternative Certification" was f. as ER 160-6-1-0.1-.08. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.09. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.09
Authority: O.C.G.A. Sec. 20-2-20020-2-210, 20-2-201.
History. Original Rule entitled "Special Georgia Requirements" was f. as ER 160-6-1-0.1-.09. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.10. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.10
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Classification" was f. as ER 160-6-1-0.1-.10. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the

same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.11. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.11
Authority: O.C.G.A. Sec. 20-2-204.
History. Original Rule entitled "Permitted Personnel" was f. as ER 160-6-1-0.1-.11. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.12. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.12
Authority: O.C.G.A. Sec. 20-2-200, 20-2-203.
History. Original Rule entitled "Validity Periods and Dating of Certificates" was f. as ER 160-6-1-0.1-.12. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.13. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.13
Authority: O.C.G.A. Secs. 20-2-200, 20-2-201, 20-2-202.
History. Original Rule entitled "Standard Renewal Requirements" was f. as ER 160-6-1-0.1-.13. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.14. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.14

Rule 160-6-1-.15. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.15
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certification by Recognition of Professional Credentials from Another State" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.16. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.16

Rule 160-6-1-.17. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.17

Rule 160-6-1-.18. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.18

Rule 160-6-1-.19. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.19
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "General Procedures for Certification Application" was f. as ER 160-6-1-0.1-.19. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.20. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.20
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Official Documents" was f. as ER 160-6-1-0.1-.20. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.21. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.21
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Foreign Credentials" was f. as ER 160-6-1-0.1-.21. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.22. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.22
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Application for Initial Certification/Upgrading" was f. as ER 160-6-1-0.1-.22. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.23. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.23
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Application for Adding Fields/Renewals of Conditional Certificates" was f. as ER 160-6-1-0.1-.23. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.24. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.24
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Application for Renewals/Duplicates, Name Changes, PB Certificates" was f. as ER 160-6-1-0.1-.24. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.25. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.25
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Miscellaneous Application Forms" was f. as ER 160-6-1-0.1-.25. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.26. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.26
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Application for Evaluation" was f. as ER 160-6-1-0.1-.26. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.27. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.27
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Contacting the Division of Certification" was f. as ER 160-6-1-0.1 - 27. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.28. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.28
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Correction of Certification" was f. as ER 160-6-1-0.1-.28. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.29. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.29
Authority: O.C.G.A. Sec. 20-2-200(e).
History. Original Rule entitled "Certification Fees" was f. as ER 160-6-1-0.1-.29. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule of same title adopted. F. Aug. 10, 1990; eff. Aug. 30, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.30. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.30

Rule 160-6-1-.31. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.31

Rule 160-6-1-.32. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.32

Rule 160-6-1-.33. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.33

Rule 160-6-1-.34. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.34

Rule 160-6-1-.35. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.35
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Regional Accreditation" was f. as ER 160-6-1-0.1-.35. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.36. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.36
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Validation of Degree" was f. as ER 160-6-1-0.1-.36. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.37. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.37
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Acceptable Credit and Degrees" was f. as ER 160-6-1-0.1-.37. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.38. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.38
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Recency of Study" was f. as ER 160-6-1-0.1-.38. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.39. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.39
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Reinstatement of Certificates" was f. as ER 160-6-1-0.1-.39. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.40. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.40
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificates Issued on Earned Degrees" was f. as ER 160-6-1-0.1-.40. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.41. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.41
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Teaching Field Prerequisites" was f. as ER 160-6-1-0.1-.41. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.42. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.42
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Experience for Salary and/or Certification Purposes" was f. as ER 160-6-1-0.1-.42. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended; Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed; F. Aug. 24, 1995; eff. Sept. 12, 1995.

Rule 160-6-1-.43. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.43

Rule 160-6-1-.44. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.44
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Extension For Active Military Duty" adopted. F. Feb. 22, 1991; eff. Mar. 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.45. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.45

Rule 160-6-1-.46. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.46

Rule 160-6-1-.47. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.47

Rule 160-6-1-.48. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.48
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Titles" was f. as ER 160-6-1-0.1-.48. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.49. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.49
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Temporary Provisional Certificates (TBT)" was f. as ER 160-6-1-0.1-.49. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.50. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.50
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Provisional Teaching Certificates: Special Education (XBT)" was f. as ER 160-6-1-0.1-.50. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or

until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.51. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.51
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Provisional Teaching Certificate (BT)" was f. as ER 160-6-1-0.1-.51. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.52. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.52
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Probationary/Accelerated In-Field Teaching Certificate (PAT)" was f. as ER 160-6-1-0.1-.52. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.53. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.53
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Emergency Teaching Certificate (ET)" was f. as ER 160-6-1-0.1-.53. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.54. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.54
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Nonrenewable Professional Teaching Certificate (NT)" was f. as ER 160-6-1-0.1-.54. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule, same title, adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.55. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.55
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Performance-Based Teaching Certificate (PBT)" was f. as ER 160-6-1-0.1-.55. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.56. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.56
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Professional Renewable Teaching Certificate (T)" was f. as ER 160-6-1-0.1-.56. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.57. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.57
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Life Professional Teaching Certificate (DT)" was f. as ER 160-6-1-0.1-.58. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.58. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.58
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Levels" was f. as ER 160-6-1-0.1-.58. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.59. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.59
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Fields" was f. as ER 160-6-1-0.1-.59. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff.May 10, 1990. Repealed: F.Jan. 22, 1993; eff. February 11, 1993.

Rule 160-6-1-.60. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.60
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Agriculture Education" was f. as ER 160-6-1-0.1-.60. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.61. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.61
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Art Education" was filed as ER 160-6-1-0.1-.61. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.62. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.62
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Behavior Disorders" was filed as ER 160-6-1-0.1-.62. F. and eff. February 21, 1990, the date of adoption, to remain in effort for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.63. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.63
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Biology" was filed as ER 160-6-1-0.1-.63. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.64. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.64
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Business" was filed as ER 160-6-1-0.1-.64. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.65. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.65
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Career Education Specialist" was filed as ER 160-6-1-0.1-.65. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.66. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.66
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Chemistry" was filed as ER 160-6-1-0.1-.66. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.67. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.67
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Chinese" was filed as ER 160-6-1-0.1-.67. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.68. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.68
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Dance" was filed as ER 160-6-1-0.1-.68. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.69. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.69
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Drama" was filed as ER 160-6-1-0.1-.69. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.70. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.70
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Early Childhood Education" was filed as ER 160-6-1-0.1-.70. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.71. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.71
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Earth/Space Science" was filed as ER 160-6-1-0.1-.71. F. and eff. February 21, 1990, the date of adoption to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.72. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.72
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Economics" was filed as ER 160-61-0.1-.72. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.73. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.73
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "English" was filed as ER 160-6-1-0.1-.73. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.74. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.74
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "French" was filed as ER 160-6-1-0.1-.74. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.75. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.75
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Geography" was filed as ER 160-6-1-0.1-.75. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.76. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.76
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "German" was filed as ER 160-6-1-0.1-.76. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.77. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.77
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Greek" was filed as ER 160-6-1-0.1-.77. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.78. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.78
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Health Education" was filed as ER 160-6-1-0.1-.78. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.79. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.79
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Health Occupations" was filed as ER 160-6-1-0.1-.79. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.80. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.80
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Health and Physical Education" was filed as ER 160-6-1-0.1-.80. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.81. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.81
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Hearing Impaired" was filed as ER 160-6-1-0.1-.81. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.82. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.82
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Hebrew" was filed as ER 160-6-1-0.1-.82. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.83. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.83
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "History" was filed as ER 160-6-1-0.1-.83. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.84. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.84
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Home Economics" was filed as ER 160-6-1-0.1-.84. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.85. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.85
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Industrial Arts" was filed as ER 160-6-1-0.1-.85. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.86. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.86
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Interrelated Special Education" was filed as ER 160-6-1-0.1 - 86. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.87. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.87
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Interrelated Special Education/Early Childhood" was filed as ER 160-6-1-0.1-.87. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.88. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.88
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Italian" was filed as ER 160-6-1-0. 1-.88. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.89. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.89
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Japanese" was filed as ER 160-6-1-0.1-.89. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.90. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.90
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Latin" was filed as ER 160-6-1-0.1-.90. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.91. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.91
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Learning Disabilities" was filed as ER 160-6-1-0.1-.91. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.92. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.92
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Marketing Education" was filed as ER 160-6-1-0.1-.92. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.93. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.93
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Mathematics" was filed as ER 160-6-1-0.1-.93. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.94. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.94
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Mental Retardation" was filed as ER 160-6-1-0.1-.94. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.95. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.95
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Middle Grades" was filed as ER 160-6-1-0.1-.95. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.96. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.96
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Multihandicapped" was filed as ER 160-6-1-0.1-.96. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.97. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.97
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Music" was filed as ER 160-6-1-0.1-.97. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.98. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.98
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Physically/Orthopedically Handicapped" was filed as ER 160-6-1-0.1-.98. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.99. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.99
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Physics" was flied as ER 160-6-1-0.1-.99. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.100. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.100
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Political Science" was filed as ER 160-6-1-0.1-.100. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.101. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.101
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Reading Specialist" was flied as ER 160-6-1-0.1-.101. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.102. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.102
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Russian" was filed as ER 160-6-1-0.1-.102. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.103. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.103
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Safety, Driver and Traffic Education" was filed as ER 160-6-1-0.1-.103. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.104. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.104
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Science" was filed as ER 160-6-1-0.1-.104. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.105. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.105
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Social Science" was filed as ER 160-6-1-0.1-.105. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.106. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.106
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Spanish" was filed as ER 160-6-1-0.1-.106. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.107. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.107
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Speech" was filed as ER 160-6-1-0.1-.107. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.108. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.108
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Trade and Industrial Education" was filed as ER 160-6-1-0.1-.108. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.109. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.109
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Visually Impaired" was filed as ER 160-6-1-0.1-.109. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.110. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.110
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Vocational Fields" was f. as ER 160-6-1-0.1-.110. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Feb. 22, 1991; eff. Mar. 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.111. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.111
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Teaching Endorsements" was filed as ER 160-6-1-0.1-.111. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.112. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.112
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Career Exploration (PECE)" was filed as ER 160-6-1-0.1-.112. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.113. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.113
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Coordinator of Cooperative Education (CVAE)" was filed as ER 160-6-1-0.1 - 113. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.114. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.114
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Data Collection" was filed as ER 160-6-1-0.1-.114. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.115. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.115
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Diversified Cooperative Training (DCT)" was filed as ER 160-6-1-0.1-.115. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.116. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.116
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "English to Speakers of Other Languages (ESOL)" was filed as ER 160-6-1-0.1-.116. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.117. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.117
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Gifted" was filed as ER 160-6-1-0.1-.117. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, so specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.118. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.118
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Related Vocational Instruction (RVI)" was filed as ER 160-6-1-0.1-.118. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.119. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.119
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Safety and Driver Education" was filed as ER 160-6-1-0.1-.119. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.120. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.120
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Teacher of the Visually Impaired" was filed as ER 160-6-1-0.1-.120. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.121. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.121
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Preschool Handicapped" was filed as ER 160-6-1-0.1-.121. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.122. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.122
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Adding a Field" was filed as ER 160-6-1-0.1-.122. F. and eff. February 21, 1990, the date of adoption, in remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.123. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.123
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "In-Field Statement" was filed as ER 160-6-1-0.1-.123. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.124. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.124

Rule 160-6-1-.125. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.125

Rule 160-6-1-.126. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.126

Rule 160-6-1-.127. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.127

Rule 160-6-1-.128. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.128

Rule 160-6-1-.129. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.129
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Provisional Service Certificate (BS)" was filed as ER 160-6-1-0.1-.129. F. and eff. February 21, 1990, the date of adoption, in remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jun. 22, 1990; eff. July 12, 1990.

Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.130. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.130
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Probationary/Accelerated In-Field Service Certificate" was filed as ER 160-6-1-0.1-.130. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.131. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.131
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Emergency Service Certificate" was filed as ER 160-6-1-0.1-.131. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.132. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.132
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Nonrenewable Professional Service Certificate (NS)" was filed as ER 160-6-1-0.1-.132. F. and eff. February 21, 1990, the date of adoption, in remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: New Rule, same title, adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.133. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.133
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Performance-Based Service Certificates (PBS)" was filed as ER 160-6-1-0.1-.133. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.134. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.134
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Professional Renewable Service Certificate (S)" was filed as ER 160-6-1-0.1-.134. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.135. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.135
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Life Professional Service Certificate (S)" was filed as ER 160-6-1-0.1-.134. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.136. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.136
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Levels" was filed as ER 160-6-1-0.1-.136. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.137. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.137
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Audiology" was filed as ER 160-6-1-0.1-.137. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.138. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.138
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Media Specialist" was filed as ER 160-6-1-0.1-.138. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.139. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.139
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Counseling" was filed as ER 160-6-1-0.1-.139. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.140. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.140
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Nutrition Director" was filed as ER 160-6-1-0.1-.140. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.141. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.141
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Psychology" was filed as ER 160-6-1-0.1-.141. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.142. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.142
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Social Work" was filed as ER 160-6-1-0.1-.142. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.143. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.143
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Speech and Language Pathology" was filed as ER 160-6-1-0.1-.143. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.144. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.144
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Service Endorsements" was filed as ER 160-6-1-0.1-.144. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.145. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.145
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Date Collections/SLP" was filed as ER 160-6-1-0.1-.145. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.146. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.146
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Teacher Support Specialist (TSS)" was filed as ER 160-6-1-0.1-.146. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Sept. 27, 1990; eff. Jan. 1, 1991, as specified by the Agency.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.147. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.147

Rule 160-6-1-.148. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.148

Rule 160-6-1-.149. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.149

Rule 160-6-1-.150. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.150

Rule 160-6-1-.151. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.151

Rule 160-6-1-.152. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.152
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Provisional Leadership Certificate (BL)" was filed as ER 160-6-1-0.1-.152. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.153. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.153
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Probationary/Accelerated In-Field Leadership Certificate" was filed as ER 160-6-1-0.1-.153. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.154. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.154
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Nonrenewable Professional Leadership Certificate (NL)" was filed as ER 160-6-1-0.1-.154. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.155. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.155
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Professional Renewable Leadership Certificate (L)" was filed as ER 160-6-1-0.1-.155. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.156. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.156
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Life Professional Leadership Certificate (DL)" was filed as ER 160-6-1-0.1-.156. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.157. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.157
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Levels" was filed as ER 160-6-1-0.1-.157. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.158. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.158
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Administration and Supervision" was filed as ER 160-6-1-0.1-.158. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.159. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.159
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Special Education" was filed as ER 160-6-1-0.1-.159. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.160. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.160
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Vocational Education" was filed as ER 160-6-1-0.1-.160. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.161. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.161
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Leadership Endorsement" was filed as ER 160-6-1-0.1-.161. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.162. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.162
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Media Centers" was filed as ER 160-6-1-0.1-.162. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.163. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.163
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Pupil Personnel Services" was filed as ER 160-6-1-0.1-.163. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.164. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.164
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Special Education" was filed as ER 160-6-1-0.1-.164. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.165. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.165
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Vocational Education" was filed as ER 160-6-1-0.1 - 165. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.166. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.166
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Instructional Supervision" was filed as ER 160-6-1-0.1-.166. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Amended: F. Sept. 27, 1990; eff. Jan. 1, 1991, as specified by the Agency.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.167. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.167
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Privacy of Information" was filed as ER 160-6-1-0.1-.167. F. and eff. February 21, 1990, the date of adoption, to remain in effect for a period of 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.
Amended: Permanent Rule of same title adopted. F. Apr. 20, 1990; eff. May 10, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.168. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.168

Rule 160-6-1-.169. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.169
Authority: O.C.G.A. Sec. 20-2-200.

History. Original Rule entitled "Temporary Provisional Teaching Certificate (TBT)" adopted. F. Apr. 20, 1990; eff. July 1, 1990, as specified by the Agency
Amended: F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.170. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.170
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Psychology" adopted. F. Apr. 20, 1990; eff. July 1, 1990, as specified by the Agency.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.171. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.171
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Special Education" adopted. F. Apr. 20, 1990; eff. July 1, 1990, as specified by the Agency.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.172. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.172
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Gifted In-Field" adopted. F. Jun. 22, 1990; eff. July 12, 1990.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.173. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.173
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Technology Education" adopted. F. Apr. 24, 1991; eff. May 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Rule 160-6-1-.174. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-1-.174
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Media Specialist" adopted. F. Apr. 24, 1991; eff. May 14, 1991.
Repealed: F. Jan. 22, 1993; eff. Feb. 11, 1993.

Subject 160-6-2. REPEALED.

Rule 160-6-2-.01. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.01
Authority: O.C.G.A. Secs. 20-5-2, 20-5-3, 20-5-4, 20-5-43, 20-5-46, 20-5-48, 50-14-1. P.L. 98-480, Sec. 3.
History. Original Rule entitled Requirements for Public Library State Aid Grant Funds" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Amended: F. May 20, 1993; eff. June 9, 1993.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.02 to 160-6-2-.04. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.02 to 160-6-2-.04

Rule 160-6-2-.05. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.05
Authority: O.C.G.A. Secs. 20-5-1, 20-5-3, 20-5-43, 20-5-45, 20-5-46, 20-5-56, 43-24-4, 47-3-1. P.L. 89-522, 98-480, Sec. 3.
History. Original Rule entitled "Public Library State Aid Grants" adopted. F. Dec. 14, 1990; eff Jan. 3, 1991.
Amended: F. Jul. 22, 1994; eff Aug. 11, 1994.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.06 to 160-6-2-.14. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.06 to 160-6-2-.14

Rule 160-6-2-.15. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.15
Authority: O.C.G.A. Sec. 20-5-2.
History. Original Rule entitled "Direct Services to Public Libraries" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.16. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.16
Authority: O.C.G.A. Sec. 20-5-2.
History. Original Rule entitled "Statewide Interlibrary Lending and Resource Centers" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.17 to 160-6-2-.74. Reserved.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.17 to 160-6-2-.74

Rule 160-6-2-.75. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.75
Authority: O.C.G.A. Secs. 20-5-3, 20-5-43, 20-5-45, 20-5-46, 20-5-48, 20-5-49, 50-17-22, 50-17-24.
History. Original Rule entitled "Public Library Capital Outlay Grants-General Administration" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997

Rule 160-6-2-.76. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.76
Authority: O.C.G.A. Secs. 20-5-46, 20-5-49
History. Original Rule entitled "Public Library Capital Outlay Grants-Bidding" adopted.F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F.Mar. 20, 1997; eff.Apr. 9, 1997.

Rule 160-6-2-.77. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.77
Authority: O.C.G.A. Secs. 20-5-2, 20-5-3, 20-5-43, 20-5-46.
History. Original Rule entitled "Public Library Capital Outlay Grants-Financial Reporting" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff.Apr. 9, 1997.

Rule 160-6-2-.78. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.78
Authority: O.C.G.A. Secs. 20-5-2, 20-5-46
History. Original Rule entitled "Public Library Capital Outlay Grants-Financial Commitments" adopted. F.Dec. 14, 1990s; eff. Jan. 3, 1991.
Repealed: F.Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.79. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.79
Authority: O.C.G.A. Secs. 20-5-2, 20-5-3, 20-5-43, 20-5-46.
History. Original Rule entitled "Public Library Capital Outlay Grants-Library System Requests for Grant Payments" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.80. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.80
Authority: O.C.G.A. Secs. 20-5-2, 20-5-43, 20-5-46, 20-5-48.
History. . Original Rule entitled "Public Library Capital Outlay Grants-Site Approval" adopted. P. Dec. 14, 1990;

eff.Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.81. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.81
Authority: O.C.G.A. Secs. 20-5-2, 20-5-43, 20-5-46.
History. Original Rule entitled "Public Library Capital Outlay Grants-Building Program Approval" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F.Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.82. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.82
Authority: O.C.G.A. Sec. 20-5-2, 20-5-43, 20-5-46.
History. Original Rule entitled "Public Library Capital Outlay Grants-Architectural Plans" adopted. F.Dec. 14, 1990; eff.Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.83. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.83
Authority: O.C.G.A. Sec, 20-5-2.
History. Original Rule entitled "Public Library Capital Outlay Grants-Commencement of Construction" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Amended: F. Jul. 17, 1992; eff. Aug. 6, 1992.
Repealed: F. Mar. 20, 1997; eff.Apr. 9, 1997.

Rule 160-6-2-.84. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.84
Authority: O.C.G.A. Secs. 20-5-2, 20-5-43, 20-5-45, 20-5-46.
History. . Original Rule entitled "Public Library Capital Outlay Grants-Acceptance of the Building" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Rule 160-6-2-.85. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.85
Authority: O.C.G.A. Secs. 20-5-2, 20-5-43, 20-5-46.
History. Original Rule entitled "Public Library Capital Outlay Grants Furnishings and Equipment" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F.Mar. 20, 1997; eff.Apr. 9, 1997.

Rule 160-6-2-.86. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-6-2-.86
Authority: O.C.G.A. Secs. 20-5-2, 20-5-43, 20-5-46; P.L. 98-480; Department of Education 34 Code of Federal Regulations Parts 76 and 80.
History. Original Rule entitled "Public Library Capital Outlay Grants-Federal Library Services and Construction Act (LSCA) Title II Assistance Program" adopted. F. Dec. 14, 1990; eff. Jan. 3, 1991.
Repealed: F.Mar. 20, 1997; eff.Apr. 9, 1997.

Chapter 160-7. .

Subject 160-7-1. STATEWIDE ACCOUNTABILITY.

Rule 160-7-1-.01. Single Statewide Accountability System.

(1) **DEFINITIONS.**

(a) **Accountability Profile -** a publicly published report that provides a summary of a school's and local educational agency's (LEA's) performance.

(b) **Adequate Yearly Progress (AYP) -** a federally mandated component of the Accountability Profile based on a series of performance goals and second indicators that every school, LEA, and state must achieve within specified timeframes.

(c) **AYP Workbook -** the document that is officially known as the *Consolidated State Application Accountability Workbook*. Each state annually submits to the United States Department of Education (US ED) its workbook describing how AYP determinations will be calculated and how the state will comply with ESEA as amended.

(d) **Comprehensive LEA Improvement Plan (CLIP) -** a document developed by an LEA, and approved by the Georgia Department of Education, to serve as a blueprint for guiding the LEA's continuous improvement and progress toward identified LEA, school, and student achievement objectives and targets.

(e) **Elementary and Secondary Education Act as amended (ESEA as amended) -** the federal education statute, originally passed by the U. S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2001 as the No Child Left Behind Act.

(f) **Georgia Department of Education (GaDOE) -** the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education,

including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(g) **Local Educational Agency (LEA) -** local school system pursuant to local board of education control and management.

(h) **LEA Corrective Action Addendum -** an addendum of a Comprehensive LEA Improvement Plan (CLIP) required of all LEAs that reach Needs Improvement Year 3.

(i) **Needs Improvement -** the identification for a school or LEA that has not made AYP for two or more consecutive years in the same subject or second indicator for schools and in the same subject or second indicator for elementary, middle and high school grade spans for LEAs.

(j) **Office of Student Achievement (OSA) -** the Georgia state agency mandated by state law to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards.

(k) **Performance Highlights -** the component of the Accountability Profile that utilizes data from the State Report Card to recognize each school and LEA for top indicators based on key variables related to student achievement.

(l) **Performance Index -** the measure of a school's or LEA's current year academic achievement or its gain over the previous year's performance.

(m) **School Improvement Fieldbook -** a guide, published by the GaDOE, to assist with school improvement planning and implementation of focused, research-based strategies to increase the opportunity for schools to make AYP.

(n) **Scientifically-based research -** research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Such research must (1) employ systematic, empirical methods that draw on observations or experiments; (2) involve rigorous data analysis to support hypothesis testing and to justify conclusions drawn; (3) rely on reliable and valid measurement or observation methods; (4) be evaluated using experimental and quasi-experimental designs; (5) ensure completeness, clarity, and level of detail to allow for replication and generalization; and (6) have been accepted by a peer-reviewed journal or approved by an independent panel of experts through a comparable rigorous, objective, and scientific review.

(o) **Single Statewide Accountability System (SSAS) -** the statewide accountability system adopted by the State Board of Education that includes indicators reflecting both absolute and relative progress determinations. The SSAS merges both federal

and state education laws that relate to K-12 school accountability for student academic performance.

(p) **State Board of Education (SBOE**) - the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(q) **State Report Card -** the official report card for Georgia's K-12 public schools that includes an annual report prepared by GaDOE and published by OSA for each school, system, and the state, which is published for use by education stakeholders.

(2) **IDENTIFICATION OF THE SINGLE STATEWIDE ACCOUNTABILITY SYSTEM.**

(a) The Single Statewide Accountability System shall include an annual Accountability Profile for each Local Educational Agency (LEA) and public school in the state. The Accountability Profile shall include multiple components, which may include, but not be limited to, Adequate Yearly Progress, Performance Index, and Performance Highlights. The components of the Accountability Profile will be included in the State Report Card prepared by GaDOE and published annually by the Office of Student Achievement (OSA).

(b) The Single Statewide Accountability System will include, but is not limited to, valid and reliable accountability determinations at the school, LEA, and state levels to promote continuous improvement for raising student achievement and closing achievement gaps.

(3) **CALCULATING ADEQUATE YEARLY PROGRESS (AYP).**

(a) The State Board of Education (SBOE) and GaDOE, in consultation with OSA and other stakeholders, shall annually develop the Consolidated State Application Accountability Workbook (AYP Workbook). The SBOE shall annually review any proposed revisions to the AYP Workbook prior to submission to the United States Department of Education (US ED). The SBOE shall adopt the AYP Workbook once approved by the US ED.

(b) The AYP Workbook shall contain Georgia's plan for determining AYP for the given school year, including the specific methodology that will be used to ensure the most valid and reliable AYP determinations are made, in a manner consistent with state and federal law. AYP determinations shall be based on state assessments that have been developed consistent with nationally recognized professional and technical standards and are supported by evidence regarding validity and reliability.

(c) The AYP determination process shall provide the opportunity for the LEA to verify the data used to determine AYP and for the LEA to appeal preliminary AYP determinations that are in error for statistical or other substantive reasons.

(4) **REQUIREMENTS FOR PUBLIC NOTIFICATION OF A SCHOOL'S AYP DETERMINATION.**

(a) An LEA must promptly notify parents of each student enrolled in each school regarding the school's AYP determination. The notice must be in an understandable and uniform format and, to the extent practicable, in a language that parents understand. Additionally, it must honor the privacy of all students and their families. The notice must include:

1. An explanation of each school's status under this rule and the school's performance relative to other schools in the LEA and the state.

2. Reasons the school(s) are identified as a Needs Improvement (NI) school(s).

3. An explanation of the actions taken by the school to improve student achievement at the school.

4. An explanation of what the LEA and the GaDOE are doing at the schools to improve student achievement.

5. An explanation regarding the means for parent involvement in issues which contributed to the failure to make AYP.

(5) **ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.**

(a) Awards. A school shall be eligible for annual awards based on the Accountability Profile.

(b) Consequences. In accordance with state and federal law, each school in Needs Improvement (NI) shall be subject to interventions and consequences designed to help improve student achievement based on the most recent AYP determinations. Needs Improvement (NI) schools must implement the consequences in accordance with its Needs Improvement (NI) status.

1. Identification. A school shall be identified as Needs Improvement (NI) if the school has not made AYP in the same subject for two consecutive years or fails to meet its second indicator for two consecutive years.

2. Escalation in status. Escalation in the level of Needs Improvement (NI) status shall be based on a school's failure to make AYP in the same subject, or fails to make its second indicator, for two or more consecutive years.

3. Removal from Needs Improvement (NI) Status. A school shall be removed from Needs Improvement if the school has made AYP for two consecutive years.

4. Technical Assistance. Each LEA shall provide technical assistance to its schools in Needs Improvement (NI).

(6) **SCHOOL-LEVEL NEEDS IMPROVEMENT CONSEQUENCES.**

(a) Schools designated as in Needs Improvement (NI) status shall be subject to consequences identified in GaDOE's *School Improvement Fieldbook*. Consequences may include:

1. Fully implementing the Georgia Performance Standards and provide appropriate professional learning opportunities that are grounded in scientifically-based or evidence-based research and offer substantial promise of improving educational achievement for low-achieving students,

2. Offering public school choice,

3. Offering supplemental education services (tutoring) to eligible students,

4. Developing a data-driven school improvement plan with measurable goals that meets the requirements of the Elementary and Secondary Education Act as amended (ESEA as amended) in consultation with parents, school staff, and outside experts for approval by the LEA,

5. Replacing school staff who are relevant to the school not making AYP,

6. Intensive school-level support and guidance from GaDOE,

7. Appointing an outside expert to advise the school on its progress toward meeting required achievement targets,

8. Extending the school year and/or school day for the school,

9. Restructuring the internal organizational arrangement of the school,

10. Reopening the school as a public charter school,

11. Executing a state-directed contract with the SBOE that contains specific non-negotiables, as well as specific improvement strategies based on the most current AYP data for the school.

12. Any additional corrective actions approved by the GaDOE.

(7) **LEA-LEVEL ADEQUATE YEARLY PROGRESS DETERMINATIONS AND CONSEQUENCES.**

(a) Identification. The LEA shall be identified as Needs Improvement (NI) if the LEA has not made AYP in the same subject or fails to meet its second indicator for two consecutive years at the elementary, middle, and the high school levels.

(b) Removal. The LEA shall be removed from Needs Improvement (NI) if the LEA has made AYP for two consecutive years.

(c) Consequences. The LEA identified as Needs Improvement (NI) shall be subject to the consequences identified in GaDOE's System Improvement Fieldbook. Those consequences may include:

1. Development of a Comprehensive LEA Improvement Plan (CLIP) approved by GaDOE. The CLIP shall comply with content and procedures developed and disseminated by the GaDOE. The LEA shall implement the plan expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified as Needs Improvement (NI).

2. Development of the LEA Corrective Action Addendum to the CLIP to be approved by GaDOE. The LEA Corrective Action Addendum shall comply with content, format, and procedures developed and disseminated by the GaDOE. The LEA shall implement the Corrective Action Addendum no later than the beginning of the school year following the school year in which the LEA was identified for corrective action. The LEA Corrective Action Addendum shall include at least one corrective action as defined in federal law, which may include major restructuring of the system's governance arrangement that makes fundamental reforms, consistent with the corrective action options, and has substantial promise of enabling the LEA to meet AYP.

(8) **REQUIREMENTS FOR STATE INTERVENTIONS AND SUPPORT.**

(a) The GaDOE shall provide, in accordance with the ESEA as amended, a system of intensive and sustained support and improvement for LEAs and schools identified as Needs Improvement.

(9) **RECORD RETENTION REQUIREMENTS AND AUDITS BY OSA.**

(a) Record Retention Requirements. LEAs and schools shall abide by all applicable record retention schedules required by federal and state laws, regulations, and rules.

(b) Right to Audit. The Office of Student Achievement (OSA) may investigate evidence of school or LEA noncompliance with the requirements of this rule at

any time. Such investigation may include review of the school or LEA's academic records or performing an on-site audit of any school or LEA at any time. The on-site OSA Audit may include, but is not limited to, a review of the school or LEA's records or procedures, including a review of school or LEA performance and accounting information and records. Auditors may gather school performance information from school administrators, teachers, and parents of students enrolled in the LEA.

(c) Upon conclusion of its investigation, OSA, where applicable, will prepare a draft audit report detailing the findings of its investigation. OSA will provide the affected LEA or school with a copy of the draft report and allow the school or LEA with thirty days to review and comment on the findings contained in the draft report. The affected school or LEA must submit its comments on the findings contained in the draft report to the attention of OSA's Executive Director. OSA may include, but is not required to include, the comments provided by the affected school or LEA in its final report. OSA will transmit its final report to the GaDOE for submission to the SBOE.

(d) When applicable, OSA's final report may include a recommendation to the SBOE as to how to address the school or LEA's noncompliance with this rule. OSA may recommend sanctions including, but not limited to, withholding of federal and/or state funds pursuant to the procedures provided in State Board of Education Rule 160-5-2.02.

Cite as Ga. Comp. R. & Regs. R. 160-7-1-.01
Authority: O.C.G.A. Secs. 20-14-26, 20-14-34, 20-14-37, 20-14-41.
History. Original Rule entitled "Single Statewide Accountability System" adopted. F. July 12, 2004; eff. August 1, 2004.
Repealed: New Rule of same title adopted. F. Dec. 17, 2004; eff. Jan. 6, 2005.
Repealed: New Rule of same title adopted. F. July 15, 2005; eff. August 4, 2005.
Repealed: New rule with same title adopted. F. Jul. 21, 2011; eff. Aug. 10, 2011.

Rule 160-7-1-.02. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-7-1-.02
Authority: O.C.G.A. Secs. 20-2-11, 20-2-270.1, 20-2-281, 20-14-26, 20-14-30, 20-14-31, 20-14-33, 20-14-34, 20-14-37.
History. Original Rule entitled "Single Definitions" adopted. F. July 12, 2004; eff. August 1, 2004.
Repealed: New Rule entitled "Accountability System Definitions" adopted. F. Dec. 17, 2004; eff. Jan. 6, 2005.
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Rule 160-7-1-.03. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-7-1-.03
Authority: O.C.G.A. Secs. 20-14-26, 20-14-30, 20-14-33.
History. Original Rule entitled "School Profiles" adopted. F. July 12, 2004; eff. August 1, 2004.
Repealed: New Rule entitled "Accountability Profiles" adopted. F. Dec. 17, 2004; eff. Jan. 6, 2005.
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Repealed: F. Jul. 21, 2011; eff. Aug. 10, 2011.

Rule 160-7-1-.04. Repealed.

Cite as Ga. Comp. R. & Regs. R. 160-7-1-.04
Authority: O.C.G.A. Secs. 20-14-26, 20-14-37, 20-14-38, 20-14-41.
History. Original Rule entitled "Awards and Consequences" adopted. F. July 12, 2004; eff. August 1, 2004.
Repealed: New Rule entitled "Accountability System Awards and Consequences" adopted. F. Dec. 17, 2004; eff. Jan. 6, 2005.
Repealed: New Rule of same title adopted. F. July 15, 2005; eff. August 4, 2005.
Amended: F. May 8, 2008; eff. May 28, 2008.
Repealed: F. Jul. 21, 2011; eff. Aug. 10, 2011.

Chapter 160-8. .

Subject 160-8-1. INSTRUCTIONAL TECHNOLOGY.

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

(1) **DEFINITIONS.**

(a) **Administrative Costs** - expenses incurred by the local school systems for delivery of online learning courses via the Georgia Virtual School. Examples include: certain maintenance and operations expenses and facilitator stipends.

(b) **Eligible Student** - student, age 21 years or younger, who attends a public or private school or is in a home study program in the state of Georgia.

(c) **Facilitator -** full-time, part-time, contracted, and instructional or support staff from a public or private school who have been selected to act as the designated contact for the Georgia Virtual School and students in their school or district.

(d) **Full Time Equivalent (FTE)** - formula that divides high school students' regular school day into six reporting segments or their equivalent for funding purposes.

(e) **Georgia Department of Education (GaDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(f) **Georgia Virtual School** - Georgia Department of Education instructional program offering students online learning courses in accordance with O.C.G.A. § 20-2-319.1 hereto referred to as the Georgia Virtual School.

(g) **Learning Management System** - instructional technology used to teach online classes.

(h) **Local Teacher-Led Virtual Course** - a type of virtual course in which the local school provides the highly qualified teacher and course materials, and Georgia Virtual School provides the standards-based curriculum, enrollment of students and locally provided teacher in Georgia Virtual School courses, training and full-use of virtual classroom tools, technical support to locally provided teachers and students, and instructional support to locally provided teachers.

(i) **Online Learning Courses** - State Board of Education-approved courses of instruction directly correlated to the state-approved curriculum that is delivered via the Internet or in any other electronic medium not involving on-site interaction with a teacher.

(j) **Regular School Day** - schedule of courses taken as part of public school students' regular school day which consists of six segments or its FTE equivalent. For private and home study students the regular school day is the equivalent of four and one half hours during 180 instructional days.

(k) **Seat** - equivalent of one student enrolled in an online learning course for one half unit credit.

(l) **Summer School** - time period in excess of 180 instructional days.

(2) **REQUIREMENTS.**

(a) **General.**

1. The Georgia Virtual School is authorized to provide online learning courses to eligible students in the State of Georgia.

2. Local school systems and private schools, as a condition for participation in the Georgia Virtual School shall agree to transcribe and award credit earned by students completing coursework through the Georgia Virtual School.

3. The Georgia Department of Education shall coordinate all Georgia Virtual School activities and services for private and home study students.

4. The Georgia Department of Education shall develop and maintain the necessary guidelines and protocols for operation of the Georgia Virtual School.

(b) **Funding and Tuition.**

1. The Georgia Department of Education is authorized to establish a Georgia Virtual School grant account with funds appropriated by the General Assembly. The amount of funds requested by the State Board for this account shall be based on the annual state appropriation and from collected tuition.

2. Funds may be appropriated for online learning courses taken by students in Georgia Virtual School courses who meet the following criteria for course enrollments during the regular school day:

   (i) Public school student who is taking a course(s) as a part of their regular five and one half hours instructional day or its time equivalent pursuant to State Board of Education Rule 160-5-1.02 School Day and School Year for Students and Employees.

   (ii) Private or home study student who is taking a course(s) as a part of his or her regular four and one half hours instructional day or its time equivalent pursuant to O.C.G.A. § 20-2-690.

3. Local school boards with students enrolled in online learning programs for courses during the regular school day shall be funded in the amount that the participating students would have earned if those students had been in an equivalent FTE general education programs in a local school for that portion of the instructional day in which the students were enrolled in an online learning course.

4. Tuition shall be collected by the Georgia Virtual School staff for public school, private school, and home study students:

   (i) Who are enrolled outside of the regular school day, as defined by the Georgia Department of Education.

   (ii) Who are enrolled in a summer school term as defined in this rule.

(c) **Registration.**

1. A student shall register for Georgia Virtual School courses through an online registration system developed in accordance with program guidelines.

2. Students registered in a Georgia public school, private school or home study program shall receive written approval from a facilitator prior to being enrolled in a Georgia Virtual School online learning course.

3. Students enrolled in a Georgia Virtual School online learning course shall be assigned a Georgia Testing Identifier (GTID) as set forth in State Board of Education Rule 160-5-1-.07 Student Data Collection.

(d) **Personnel.**

1. Instructional staff employed or contracted by the Georgia Virtual School shall meet the requirements for teacher certification as required by the Georgia Professional Standards Commission. Every Georgia Virtual School teacher is also required to complete training as outlined in the *Georgia Virtual School Teacher Handbook*.

2. As a condition of employment, instructional staff employed by the Georgia Virtual School shall abide by the responsibilities, guidelines and procedures as set forth in the Georgia Virtual School Teacher Handbook.

3. As a condition of employment, instructional staff-employed by the Georgia Virtual School shall be evaluated based on criteria identified by the Georgia Department of Education.

4. Facilitators shall be appointed by local school systems or private school administrators and may be full-time, part-time, contracted, and instructional or support staff. Facilitators shall abide by the responsibilities, guidelines and procedures as set forth in the *Georgia Virtual School Facilitator Handbook.*

(e) **Student Expectations.**

1. Students must agree to abide by the Georgia Virtual School guidelines, procedures, and policies as outlined in the *Georgia Virtual School Student Handbook*.

2. A student enrolled in the Georgia Virtual School shall earn a final numeric grade at the end of every course attempted unless the student withdraws from the course according to the guidelines in the Georgia Virtual School Student Handbook handbook. Grades earned, including final grades, final exams and state approved assessments shall comply with State Board of Education Rule 160-4-2-.13 Statewide Passing Score. Local school systems and private schools that approve student course enrollment(s) shall accurately transcribe a student's Georgia Virtual School final grade to the student's permanent record/transcript. A home study student shall be provided a certificate of completion indicating date, course, and numeric grade from the Georgia Virtual School.

(f) **Instruction Process.**

1. The Georgia Virtual School and approved entities shall provide access to students through a learning management system that adequately teaches and assesses courses through the online medium.

2. The Georgia Virtual School and approved entities shall provide all instructional materials necessary for all participating students and teachers, except those in local teacher-led virtual courses, as defined in this rule. Approved entities or local school systems with online programs shall provide the instructional materials through their programs.

3. The Georgia Virtual School and all approved entities shall maintain records of students' participation in online learning courses pursuant to applicable records retention policies.

4. The Georgia Virtual School and approved entities shall authorize the administration and abide by rules of all tests as required by the Department for completion of a course(s).

5. The Georgia Virtual School and approved entities shall maintain minimum accessibility to course contentas outlined by the Department.

(g) **Curriculum and Course Quality.**

1. The Georgia Virtual School and approved entities shall adhere to course and course numbering as set forth in State Board of Education rule.

Cite as Ga. Comp. R. & Regs. R. 160-8-1-.01
Authority: O.C.G.A. § 20-2-319.1.
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