About this Document

The Handbook for Students and Parents is designed to provide members of Alpharetta High School's community the information, policies, and rules that shape and guide the school’s environment, members, and activities.

Students and parents are encouraged to be familiar with this document and its contents so that they can positively engage as representatives of Raider Nation in both the school and the community.

Alpharetta High School Administration reserves the right to amend or append this document at any time. Any such change will be communicated.

It is the policy of the Fulton County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any program, activity, or service.
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Mission

At Alpharetta High School we believe that education creates opportunity. As a learning community, we seek to inspire intellectual curiosity and stimulate personal creativity by setting high expectations and developing engaging environments to promote a culture of continuous learning where hard work is a contributor to success.

We respect the diverse perspectives, beliefs, and backgrounds of others and strive to build a foundation of self-governing integrity that recognizes each of our unique contributions to both our local and the global community.
...in academics, arts, athletics, and altruism.
Alpharetta High School is located at 3595 Webb Bridge Road just a few miles east of downtown Alpharetta.

The school opened in 2004 and currently maintains an enrollment of just over 2100 students from the Alpharetta community. Since 2011 Dr. Shannon Kersey has provided leadership for AHS with a focus on strengthening student achievement and teacher quality and has overseen some of the most significant growth and numerous awards for the school. Alpharetta High School's parents offer a remarkable level of support through the PTSA, The Alpharetta High School Foundation, and numerous booster organizations.

AHS focuses on making student-driven decisions motivated by its mission that encourages students to be excellent, contributing members of the school and larger community. Alpharetta High School offers over 60 clubs and organizations, 30 different Advanced Placement course offerings, 18 International Baccalaureate courses, 23 Varsity level sports, and over 35 fine arts and career tech classes for its students.

Alpharetta High School is a part of Fulton County Schools and holds accreditation with AdvancED. In 2019, AHS again received recognition from US News and World Report, ranking #8 out of all Metro Atlanta High Schools.

Mission, Vision, and Motto

At Alpharetta High School we believe that EDUCATION CREATES OPPORTUNITY. As a learning community, we seek to inspire intellectual curiosity and stimulate personal creativity by setting high expectations and developing engaging environments to promote a culture of continuous learning where HARD WORK is a contributor to success.

We RESPECT the diverse perspectives, beliefs, and backgrounds of others and strive to build a foundation of self-governing INTEGRITY that recognizes each of our unique contributions to both our local and the global COMMUNITY.

Because we are reflective practitioners devoted to the craft of education, we value a passion for what we teach, a commitment to whom we teach, and a desire for collaborating and improving how we teach.

As a community, we aspire to find balance in where we devote our time, to pursue a unity of shared purpose that guides our decisions, and to support one another and our learning community by bringing our best selves to every opportunity.

At Alpharetta High School, we are “CREATING OPPORTUNITIES FOR EXCELLENCE in academics, athletics, arts, and altruism!”
Teaching is complex; it is a craft and when done well, every student in the classroom is learning and moving forward.

When I became principal of Alpharetta High School, the kind of high school that I envisioned was truly a professional learning community where teachers and administrators engaged as collaborative teams—analyzing data together, setting norms, sharing reflections, and holding each other accountable to the highest standards of excellence. I wanted to see students engaged, to see teachers going beyond a lecture and using assessment in meaningful ways.

Now, as I begin my 9th year as principal, that vision has not changed, even though Alpharetta High School has. Whether walking the hallways, talking to students, or observing classrooms, I am so pleased to see the successes and fruits of that continuing vision.

Alpharetta High School is one of the top schools not only in Fulton County but also in the State of Georgia. Our graduates have been accepted into prestigious colleges and universities, become leaders in the business community, and have carried on the skills that they learned and developed here into the world. It is only made possible as a learning community—from the students, to the teachers, to the leaders, to the parents: learning together, being willing to compromise, and engaging in consistent dialogue about where the school needs to go and how we are going to get there together.

--Dr. Kersey, August 20, 2019

Dr. Shannon N. Kersey
Principal

Dr. Kersey joined the Alpharetta High School administrative team in fall 2010 as the Curriculum Assistant Principal before being named the fifth Principal of Alpharetta High School in 2011.

Dr. Kersey is a three-time graduate of Georgia State University, earning her Bachelor’s, Master’s, and, in 2014, her Doctorate.

Under Dr. Kersey’s visionary leadership, Alpharetta High School has seen a consistent rise in achievement at the local, state, and national level as well as developing a true collaborative culture amongst teachers. Her strategic vision has enabled AHS to be at the forefront of many emerging educational initiatives, while at the same time seeing great gains in teacher quality, student success, and positive school culture.

2019-20 Enrollment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
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<tr>
<td>9th Grade</td>
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<td>10th Grade</td>
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<tr>
<td>11th Grade</td>
<td>561</td>
</tr>
<tr>
<td>12th Grade</td>
<td>562</td>
</tr>
</tbody>
</table>

Total Enrollment for 2019-20
2306 students
Mr. Dice joined the Alpharetta High School administrative team in 2016 after working as an administrator at several schools and districts. He holds a Bachelors degree from Illinois State University and two Masters degrees from Governors State University and Olivet Nazarene University.

Some of Mr. Dice’s responsibilities include working with teachers in the Social Studies, Career Tech, and Health/PE departments. Additionally, he helps to integrate PBIS into the school culture and manages the distribution of lockers to students.

Mrs. Greenaway has been a Raider since joining the administrative team in 2010 as an assistant principal. With degrees from the Brown University, Clark Atlanta University, Troy State University, and the University of West Georgia, Mrs. Greenaway came to AHS with experience in teaching science and counseling at several North Fulton high schools.

Mrs. Greenaway’s duties include—among many others—working with the AHS science department and world language teachers, coordinating student information, and creating the master schedule of classes.
Ms. Johnson begins her 13th year at Alpharetta High School, having been an assistant principal for the last six years. Prior to that she served as the AHS Graduation Coach and a teacher in the AHS Math department and a business education teacher at a previous school. Ms. Johnson’s degrees include education degrees from Valdosta State University and Mercer University and an accounting degree from Georgia College and State University.

Some of her many duties on the administrative team include working with teachers in the Math and Special Education departments.

One of two “original Raiders” on the Administrative team, “Coach” Scheifflee has been at Alpharetta High School since it opened in 2004. He has degrees from Indiana University of Pennsylvania, the University of North Georgia, and Valdosta State University. During his time at AHS, he has served as an Art Teacher, the Fine Arts Department Chair, the Head Boys Lacrosse Coach, and the Athletic Director before transitioning to assistant principal.

Mr. Scheifflee’s duties include working with teachers in the English and Fine Arts Departments as well as coordinating Campus Safety and Security.
Mr. Fortunato joined AHS in 2010 as an English teacher, having earned degrees from the University of Georgia and Dallas Theological Seminary. From 2011-2017, he advised the student journalists on AHS’s nationally recognized first-class creative arts magazine. He served as department chair of English from 2013 until he joined the administrative team in 2015 to lead the process of becoming an authorized International Baccalaureate World School, a distinction that AHS received in 2018.

In addition to IB, he coordinates the Talented and Gifted Program as well as organizes many programming nights and events for AHS.

Ms. Decaminada joined the administrative team in 2016 after serving in the Alpharetta High School Math department since 2011. She currently serves as the faculty advisor to Student Council.

Currently, her roles include 504 Coordinator, Testing Coordinator, and Data Specialist for Alpharetta High School. She manages and oversees much of the standardized testing and helps teachers to analyze and apply data from assessments in their classrooms as well as coordinates support for students requiring 504 plans and accommodations.

Mr. Frank Fortunato
ADVANCED STUDIES
(IB AND TAG)

Ms. Whitney Decaminada
TESTING COORDINATOR
Mrs. Ketchup joined AHS in 2017. A graduate of Howard University with a degree in Fine Arts, she also holds degrees and certificates from Central Michigan University and Clark Atlanta University. Prior to her roles in administration, Ms. Ketchup taught drama and language arts at, served as a grade-level chair, and also held the role of SST Coordinator.

At AHS, some of her duties include coordinating the Advanced Placement programming and Governor's Honors Program, managing student discipline and academic support, and overseeing transportation.

One of two “original R.I.C.H. Raiders” on the administrative team, Ms. Kornegay has been at Alpharetta High School since it opened in 2004. During her tenure as a Raider, she has served as an English Language Arts teacher, coordinator of Talented and Gifted, department chair of English, and coach to the Lady Raiders soccer team. She is a two-time alumna of the University of Georgia, having earned both her Bachelors of Arts and Masters of Education degrees from UGA.

Some of her administrative duties at AHS include coordinating the SST/RTI process and serving AHS students as the Graduation Coach.
This year AHS welcomes Coach Rennspies to the role of Athletic Director. Coach Rennspies is a graduate of the University of West Florida, where he earned his undergrad in Exercise Science and a Master of Education in Educational Leadership.

Mr. Rennspies comes to AHS with 10 years of educational experience and 20+ years of coaching and overall leadership experience at the collegiate and high school levels. He has served in multiple leadership roles from Special Education Department Chair at Milton High School to Athletic Director of Bay County, FL.

Mr. Dustin Rennspies
DIRECTOR OF ATHLETICS

Other Instructional Leaders

Mr. Derek Wright  English Language Arts
Mrs. Brendan Ramsey  Mathematics
Ms. Penni Johnson  Science
Mr. Adam Smiley  Social Studies
Mrs. Katherine Rozei  World Languages
Mrs. Kendra Magill  Fine Arts
Mr. Tom Hatcher  Career Technology
Mr. Jacob Nichols  Health and Physical Education
Ms. Pauline Edwards  Interrelated Resources (IRR)
Ms. Melissa Phelps  Intellectually Disabled (ID)
Mr. Frank Fortunato  International Baccalaureate (IB)
Ms. Sharolyn Ketchup  Talented and Gifted (TAG)
Mrs. Sunny Wright  Advanced Placement (AP)
Ms. Pam Kelly  Instructional Support Teacher (IST)
Ms. Whitney Decaminada  504 Coordinator

CREATING OPPORTUNITIES FOR EXCELLENCE...
Building Information

For safety and security, all visitors are required to check-in at the front office upon entering the building.

Clinic

Students who become ill during a time they are assigned to be in class, should report to class first to obtain a written pass to be excused to the clinic. Students who become ill and are not able to report to class first must report directly to the Front Office. If a student is too ill to report to the office, he/she should have another student or teacher notify the office at once in order that appropriate attention can be given to the student.

Unless there is a true medical emergency, students should not request a pass to the clinic during the last ten minutes of the class period. Students should report to their next class and request a pass from that teacher.

High School students may carry medications for appropriate use in the following categories with them during the school day, on field trips, or while attending other school-related activities:

- acetaminophen
- ibuprofen
- antacids
- midol
- aspirin
- oral antihistamines
- cough/throat lozenges

All prescription medications should be kept in the clinic with a signed doctor’s authorization form and parental letter providing specific instructions. All medications must be in the original labeled container.

Room Numbers

Each room number on a student’s schedule may be understood as follows:

The first number on the left is the wing:

Example: 2315

1 = Main Hallway
2,3,4,5 = Academic Halls
6 = Gym
7 = Fine Arts

The second number is the floor/level:

Example: 2315

1 = Lower Level
2 = Middle/Main Level
3 = Upper Level
7 = Learning Cottages*

The last two numbers are the room number on that hallway.

Example: 2315

*Learning Cottages are located outside behind the 5100 Hallway.
Lockers
Each student may rent a locker ($15.00) for the storage of books and equipment. Students should not share their combination. The school is not responsible for the loss or theft of items from lockers. All lockers are school property and remain at all times under the control of the school. School authorities, without the student’s consent and without a search warrant, may conduct periodic inspection of lockers if reasonable suspicion of any wrongdoing exists.

<table>
<thead>
<tr>
<th>Wing</th>
<th>Locker Numbers</th>
<th>Wing</th>
<th>Locker Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2200 HALLWAY (left side)</td>
<td>2000-2291</td>
<td>2300 HALLWAY (left side)</td>
<td>2292-2579</td>
</tr>
<tr>
<td>2200 HALLWAY (right side)</td>
<td></td>
<td>2300 HALLWAY (right side)</td>
<td>1144-1193</td>
</tr>
<tr>
<td>3200 HALLWAY (left side)</td>
<td>3000-3291</td>
<td>3300 HALLWAY (left side)</td>
<td>3292-3579</td>
</tr>
<tr>
<td>3200 HALLWAY (right side)</td>
<td>1194-1123 and 1010-1019</td>
<td>3300 HALLWAY (right side)</td>
<td>1070-1099 and 1124-1143</td>
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<tr>
<td>4200 HALLWAY (left side)</td>
<td>4000-4289</td>
<td>4300 HALLWAY (left side)</td>
<td>4290-4577</td>
</tr>
<tr>
<td>4300 HALLWAY (right side)</td>
<td></td>
<td></td>
<td>1020-1069</td>
</tr>
<tr>
<td>5100 HALLWAY (left side)</td>
<td>1000-1009</td>
<td>5200 HALLWAY (left side)</td>
<td>1100-1123</td>
</tr>
</tbody>
</table>

HELP! My locker’s…
In the event that you have an issue with your locker, don’t panic! Sometimes you might find your locker hard to open or maybe you’ve just forgotten your combination. Visit either Mr. Dice (suite 1220) or Mr. Marshall (main office) for help with accessing your locker. For concerns about locker security, contact Mr. Dice, our Campus Security Consultants, or our School Resource Officer.

Lost and Found
Students who find lost articles are asked to take them to the Clinic or Front Office. Items can be claimed from the clinic, Front Office (valuables) or cafeteria carts (items left in cafeteria).
Media Center
The Media Center is open from 7:30 a.m. – 4:00 p.m. each school day except Friday when it closes at 3:45 p.m. It is an active learning environment where appropriate student activity includes checking out books, studying, researching, reading, and browsing the shelves for materials. Inappropriate activities include eating, drinking, talking on cell phones, or playing games (i.e. video games, card games, etc.). Because of the food and drink policy, students should not bring boxes of candy or other food items to sell into the Media Center. The Media Specialist and Media Paraprofessional are available throughout the school day to assist students. Because both formal and informal instruction occurs simultaneously throughout the day, students are expected to show respect for others and Media Center resources.

Passes to Media Center
Students must always check-in at the information desk immediately upon entering the Media Center during the instructional day. Before school, 7:30 a.m. to 8:15 am and after school until 4:00 pm, students may visit the Media Center without a pass. During school hours, each student who visits the Media Center without a teacher must have an official school pass for that class period.

Lunch period visits to Media Center
Students must enter the Media center through the cafeteria during lunch periods. Once students are signed into the Media Center, they are expected to remain there unless they are returning to the cafeteria for lunch. If a “FULL” sign is posted, students may still enter the Media Center to print.

Resource Check-out
Books may be checked out for two weeks and may be renewed once. Reference books may be checked out overnight, after school, only. Because teachers may place materials on special reserve during research projects, check-out of these materials may be restricted. Current issues of magazines may be used in the Media Center and back issues may be checked out. Students may use the Media Center Webpage to access online databases and more.

Media Center Fines
Fines are .05 cents per day per book that is overdue. Students will not be charged fines if they are absent and can produce an admit slip showing that the absence has been excused. At the end of each semester, students must return all media center materials and clear all fines. Reminder notices of fines or overdue materials are distributed to students periodically throughout the semester. Printing from a computer resource is .10 cents per page for black and white prints and .25 cents per page for color prints. Students are responsible for all pages printed and all prints must be paid for when picked up at the information desk.
Campus Safety
Mornings at AHS
When students arrive to school before 8:15 a.m. in the mornings, students should either proceed to a teacher’s classroom to study, to receive additional support, to make-up missed assignments, etc. If students do not need to see a teacher, students should proceed to the lower level of the building and remain in the cafeteria, media center or patio area behind the school. At 8:15 a.m., a warning bell will ring communicating to students to proceed to their advisement classroom or 1st period classroom. The school day will begin at 8:20 a.m. Students who arrive to campus after this time must check in at the Attendance Office.

In the mornings before school, students:

<table>
<thead>
<tr>
<th>Students may:</th>
<th>Students may NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be with a teacher in a classroom studying</td>
<td>• Hang out or sit down in the gym, auditorium, academic or main hallways, or stairwells</td>
</tr>
<tr>
<td>• Be in the cafeteria</td>
<td>• Be in a teacher’s classroom without the teacher</td>
</tr>
<tr>
<td>• Be in the media center</td>
<td>• Eat or drink in the hallways</td>
</tr>
<tr>
<td>• Be on the patio behind the cafeteria</td>
<td></td>
</tr>
<tr>
<td>• Be on the patio behind the media center</td>
<td></td>
</tr>
<tr>
<td>• Eat and drink in the cafeteria</td>
<td></td>
</tr>
</tbody>
</table>

Afternoons at AHS
Buses leave campus promptly at 3:35pm each day. When the bell rings at 3:30 p.m., students should quickly exit the building either by going downstairs to the bus ramp on the 1100 hall (past the cafeteria), via the 1200 level hallways, or through the main entrance.

Unless working supervised by a teacher or other staff member (e.g. practices, club meetings, etc.), students should leave campus no later than 3:45pm. Students waiting for rides, must exit the building and wait for pickup in the courtyard by the traffic circle.

In the event of an evening activity (such as a football game, etc.) students will not be able to remain on campus between the end of school and the opening of the event venue. Parents and students should make arrangements ahead of time to provide transportation to and from campus for extracurricular activities or for students who miss their buses.

Parking Lot
Permission to drive and/or park an automobile on any Fulton County Schools campus is a privilege and not a right. In consideration of such privilege, the student expressly consents to any searches of the above-described vehicle or any other vehicles driven by applicant by administrators of the Fulton County School District for any reason at any time while said vehicle(s) is on school property. For more information, view the Parking subsection under Transportation.
Visitors
Students may not have visitors at school.

All other visitors or guests who have official business are required to sign-in at the Front Office, register their vehicle, and receive a visitor's name badge. This badge must be prominently displayed to all in the building once a visitor leaves the front office.

Volunteers
Volunteering is coordinated through our PTSA Volunteer Coordinator. You may access the PTSA website: www.ahsptsa.org

Prior to volunteering, all volunteers must register:
1. Go to the Fulton County website, www.fultonschools.org
2. Look under “Community”
3. Scroll Down to “Partners & Volunteers”
4. Click on "Volunteers" under "Quick Links"
5. Click on the Maroon Button that says “Click here to register as a volunteer." Volunteers will view the Child Abuse video, complete the volunteer sheet, then come to the school to show a driver’s license and begin volunteering.

Security Personnel
Alpharetta High School and Fulton County Schools prioritize ensuring a safe and secure campus for our students.

Fulton County Schools School Resource Officers are certified police officers possessing full arrest powers. They are on duty full-time and also provide supervision for students participating in after school activities. Alpharetta High School also has two full-time Campus Security Associates (CSA) who assists both school administrators and Resource Officers to provide a safe and secure environment. CSAs also helps to supervise and direct students to make positive choices to further their educational opportunities. Additionally, AHS has partnered with the Alpharetta Police Department to maintain a police canine presence on campus and during various events.
Personal Property
Students are expected to bring to school only the items of personal property necessary for class participation and extracurricular activities. Items considered potentially dangerous or disruptive of school procedures will be confiscated. Student theft will be severely dealt with by the administration. Students are especially encouraged not to bring valuables and large sums of money to school. Students who participate in physical education should lock their assigned gym locker to insure security of personal property. Valuable items should not be left unattended.

**DO NOT BRING ANY PERSONAL VALUABLES TO SCHOOL. LOSS OR THEFT OF PERSONAL ITEMS DEEMED UNECESSARY FOR AN INSTRUCTIONAL DAY WILL NOT BE ROUTINELY INVESTIGATED. YOU BRING PERSONAL VALUABLES AT YOUR OWN RISK.**

Deliveries for Students
Any parents delivering or dropping off items for students (e.g. lunches, textbooks, gym bags, etc.) must bring the items labeled with the student’s full name to the front office for the student to pick up between classes or at the end of the day. Students are not permitted to leave the building or wait outside or in the foyer to pick up items, including during their lunch period.

Additionally, students are not permitted to order items for delivery to the school (example: lunch deliveries). Any deliveries for students from outside vendors will be refused, and the food will be confiscated without a refund. Although we love to celebrate our students, please know that for safety and security reasons, no flower or balloon deliveries will be accepted for AHS students. No balloons may be carried in the school building.

Student IDs
Alpharetta High School prioritizes student safety and security. During week one advisement classes, each student will be issued their with a micro-chipped Alpharetta High School ID card along with aplastic sleeve and lanyard that will be used to enter each classroom and document their attendance while providing a consistent, school issued photo ID.

**ALL AHS STUDENTS MUST WEAR THEIR ID VISIBLY AT ALL TIMES.**

Students not issued an ID through advisement should have their picture taken during lunches in the cafeteria and an ID will be issued at that time. The Scholarchip program will not currently replace traditional classroom attendance techniques, however, students will be required to use their student IDs to register their attendance at kiosks located in each classroom. The photo ID card will enable both students and adults to verify all individuals belong in the AHS building as registered students.
Regular attendance positively impacts student achievement. Studies have proven that frequent absences are a predictor of academic failure. Every AHS student must strive to attend school each day and arrive to class on time ready to learn. Since every day is important, “skip days” are not recognized, condoned or excused by the AHS administration. Home Access Center (HAC) is an effective resource for following a student’s attendance record. For information regarding access to HAC, contact the Professional Assistant in Suite 1220.

The attendance window opens at 7:45 a.m. Students must conduct business at the attendance window during non-instructional time. Students will not be issued excused late passes because they were at the attendance office.

**STUDENTS CANNOT LEAVE CAMPUS WITHOUT SIGNING OUT THROUGH THE ATTENDANCE WINDOW. IN SPECIAL CIRCUMSTANCES, A PARENT MUST CHECK-OUT HIS/HER STUDENT THROUGH THE ATTENDANCE WINDOW.**

Parents/Guardians may be asked to submit doctor, dentist, court, or funeral documentation, etc., after a student has had ten (10) absences of any kind. By law, students with excessive absence rates will be referred to the school social worker, the grade level assistant principal and the State of Georgia.

**Attendance Procedures Regarding Absences**
Students absent from school must present upon return, a note with a parent/guardian signature explaining the nature of the absence. This should be done at the Attendance Office before school begins on the day of the student’s return.

Absences for which a student fails to submit an excuse note including reason, parent/guardian signature, and a daytime phone number will be considered as truant until a note is presented. Students have up to five days to submit a note to receive an excused absence; parental notes are also required for unexcused absences.

It is not necessary for the student to submit a note from a parent/guardian for absences that occur due to school-sponsored activities or pre-approved absences for which a parent/guardian has already submitted written permission.

To be considered in attendance for a school day, a student must be present for one-half of the school day. If not, the student may not participate in school sponsored activities that day. Suspended
students may not participate in school sponsored activities while under suspension. Students suspended Friday and Monday may not participate in or be present at weekend events.

**Excused Absences**

Students are allowed to make-up all work missed due to an excused absence. For all absences, a written note of explanation signed by a parent/guardian is required within five days of the student’s return to school. The written note should be turned in to the Attendance Office. Emails and faxes will not be accepted.

It is the responsibility of the student and/or parent/guardian to present a satisfactory written excuse to the principal or designee(s) within five (5) days of returning to school from an absence in order for the absence(s) to be recorded as excused. The excuse must state the reason for the absence and be signed by the student's parent or guardian. Excuses will be kept on file at the school at least until the beginning of the next school year. Students who have missed ten (10) days of school or more in a school year will be required to provide additional written verification such as doctors' statements.

After five days notes cannot be accepted. Failure to comply will result in absences being marked as “unexcused”. The State Department of Education recognizes only a small number of unavoidable (and hence, excused) reasons for absence:

1. Personal illness of the student.
2. Attendance at school would be detrimental to the health of the student or others.
3. A serious illness or death in the student’s immediate family necessitating absence from school.
4. Compliance with a court order or an order issued by a governmental agency, including an order for a pre-induction physical examination for service in the armed forces, mandating absence from school.
5. Observance of religious holidays, necessitating absence from school.
6. Conditions rendering attendance impossible or hazardous to the student’s health or safety.
7. An absence not to exceed one-half day for registering to vote. Students may register to vote at their high school
8. Up to six (6) school days per year to visit with a parent or guardian who is on leave from, or is being deployed to, military service.
Additionally, the District allows excused absences for the following:

1. Absences not exceeding a cumulative total of six (6) days per school year for the following reasons, but only if the absence has been pre-approved by the principal or designee:
   - scholarship interviews/college visitations,
   - travel opportunity with educational benefits,
   - graduation or wedding of an immediate family member,
   - specialized, supplemental or extracurricular experience,
   - other circumstances that are mutually agreeable to the parent and principal

2. Individual or groups of students may be absent from a segment or period of the instructional day for school-sponsored, non-instructional activities as defined in Policy IED – Uninterrupted Instructional Time.

3. School days missed as a result of an assigned out-of-school suspension/expulsion of 20 days or less.

4. Additional absences due to medical appointments may be excused by the principal or designee. These absences must be approved by the principal or designee in advance of the absence occurring. The parent/guardian must provide appropriate documentation as outlined in this policy. The final decision to excuse such an absence rests with the principal.

5. Students participating in dual enrollment should not be counted as absent.

Students may make up all work missed on an excused absence. A note verifying one of the reasons above must be received at the attendance window within five days of a student’s return to school or the absence remains officially unexcused.

**Unexcused Absences**

Any absence for which a note from the parent/guardian is not submitted to the attendance office within five days of the student’s return and for which an excused reason is not given will be recorded as unexcused. Make-up work may be penalized up to 10% of the maximum value of the graded assignment.

**Pre-Approved Absences**

**NOTE: A PRE-APPROVED ABSENCE IS NOT NECESSARILY AN EXCUSED ABSENCE.**

If it is known in advance that a student will be absent, a note should be submitted at the Attendance Window at least one full school day prior to the absence. However, all pre-approved absences require a parent-signed note in order to receive an official pre-approved form for assistant principal
Creating opportunities for excellence... signature and then teacher signatures. The completed form should be returned to the Attendance Window prior to the absence. Pre-approved absences cannot be granted after the date of the absence. Assignments should be turned in upon the student’s return.

Late Arrivals/Early Check-out
To be considered in attendance for a school day, a student must be present for at least one-half of the school day, excluding the lunch period. Students leaving school before meeting this requirement will be considered absent for a school day.

A parent or guardian may be required to bring appropriate documentation for early checkout at the time the student is released from school or late arrival at the time the student arrives at school.

A student is tardy when he/she arrives to school after the beginning of the official school day or is not in the assigned class at the official beginning of the class period.

A student tardy may be classified as excused or unexcused based on the circumstances defined in this policy.

Fifteen (15) unexcused tardies result in a referral to the school social worker.

SPECIAL NOTE: ON ALL DAYS IMMEDIATELY PRECEDING A SCHOOL HOLIDAY, A PARENT/GUARDIAN MUST COME IN PERSON TO THE ATTENDANCE WINDOW TO CHECK OUT ANY STUDENT.

It should be noted that OCGA § 20-2-690.1 states that any parent, guardian, or other person residing in this state who has control or charge of a child or children that accrues five full-day unexcused absences during one school year will be deemed to have violated this Code section and shall be guilty of a misdemeanor and subject to fines, imprisonment, community services, or any combination of these penalties.

Requesting Assignments for Extended Absences
If it is expected that a student will be absent three or more days (including OSS), parents should contact the teachers directly via email by visiting http://school.fultonschools.org/hs/alpharetta. Any material that cannot be forwarded electronically from the teacher to the parent should be ready for pick-up from Mrs. Mohrig in the front office at the end of the following day.

For additional information, review the section on Make-Up Work.
Excessive Absences
Students who accumulate excessive absences are subject to withdrawal or may be required to submit doctor, dentist, court, or funeral documentation, etc., after the student has had ten (10) absences of any kind. By law, students with excessive absence rates will be referred to the school social worker, the grade level assistant principal, the Student Support Team (SST) and the State of Georgia. Excessive absences can prevent a student from receiving a Georgia Driver’s License.

Hall Passes
Students who are out of class for any reason must be in possession of a hall pass. Students are not to be present at any location other than for which the pass was issued.

Tardiness to School or Class
Students are expected to be in class and ready to work before the bell sounds for class to begin. Students arriving tardy less than 10 minutes to school or any class period are to report immediately to class. If the student has a note or is more than ten minutes late to any class period, they should report to the attendance office for a pass that must be presented to the teacher in order to gain admittance to class. In accordance with our school’s parking policy, accumulated tardies that result in ISS may also result in student parking privileges being suspended! Excessive tardies to school will result in a referral to the student’s assistant principal and school social worker.

Class Cuts / Skipping
A class cut occurs when a student is absent from class without having permission from the teacher or authorization from the administration. Students who become ill or need to see a counselor or administrator during class should report to class first, obtain permission from the teacher to be excused, and have a written pass. Students who become ill and are not able to report to class must report directly to the clinic. Make-up work may be penalized up to 10% of the maximum value of the graded assignment. The discipline for leaving campus without permission is two (2) days of Extended Day Detention (EDD).

Truancy
Any child subject to compulsory attendance who during the school calendar year has more than five (5) days of unexcused absences is considered truant. Students are considered truant if they are absent from school without parental knowledge. Truancy is considered as a major attendance violation. Classroom work missed due to truancy may be made up, but the grade earned may be reduced. Additional referrals will be made to counselors and the social worker.
Counseling

Professional School Counselors provide guidance throughout a student's high school career. Their work impacts student achievement through academic, social/personal, and career counseling services. Students receive the services via individual counseling, group counseling, classroom guidance, transition guidance, and consultation. Data is used to both evaluate and improve guidance and counseling services.

Additionally, coordinators for Advanced Studies can provide support for students currently taking or interested in advanced classes (Advanced Placement, International Baccalaureate, or Talented and Gifted).

Counselors provide the following services:
- enroll students (parents of new students should contact the appropriate counselor based upon the student’s last name);
- advise students concerning course selections;
- provide confidential counseling for personal problems;
- assist students and parents in making personal and educational decisions;
- assist students with study skills improvement or provide names of tutors;
- provide information on college admissions and scholarships.

The Graduation Coach’s primary responsibility is to identify at-risk students and to help them succeed in school by keeping them on track academically before they consider dropping out. The Graduation Coach also identifies, recruits, and engages parents, concerned adults, organizations, and government agencies to serve in a variety of ancillary roles.

College and Career Center

The Alpharetta High School College and Career Center is an integral part of the counseling services offered to all students. The goal of the center is to assist students in exploring career options and mapping a route to achievement via further education or training. Students explore careers, college and technical school options and military programs here. The AHS College and Career Center, The Cove, is located outside of Counseling Suite 1310.
Counselors are located in Suites 1310 and 1320. Counselors are assigned to students based on the first letter(s) of the student's last name.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Counselor Name</th>
<th>Suite Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – COH</td>
<td>Mrs. Dee Webb</td>
<td>Suite 1320</td>
</tr>
<tr>
<td>COI – HAR</td>
<td>Mrs. Jay Wiley</td>
<td>Suite 1320</td>
</tr>
<tr>
<td>HAS – L</td>
<td>Mrs. Amy Longstreth</td>
<td>Suite 1310</td>
</tr>
<tr>
<td>M – Q</td>
<td>Mr. Jay Mercer</td>
<td>Suite 1320</td>
</tr>
<tr>
<td>R – SE</td>
<td>Mrs. Flandecia Richards-Boyles (Department Chair)</td>
<td>Suite 1310</td>
</tr>
<tr>
<td>SF – Z</td>
<td>Mrs. Karen Bolt</td>
<td>Suite 1320</td>
</tr>
<tr>
<td></td>
<td>Records Clerk</td>
<td>Suite 1310</td>
</tr>
<tr>
<td></td>
<td>Bilingual Liaison</td>
<td>Suite 1320</td>
</tr>
<tr>
<td></td>
<td>Registrar</td>
<td>Suite 1310</td>
</tr>
<tr>
<td></td>
<td>School Social Worker</td>
<td>Suite 1255</td>
</tr>
<tr>
<td></td>
<td>Graduation Coach &amp; RTI</td>
<td>Suite 1255</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement</td>
<td>Suite 1330</td>
</tr>
<tr>
<td></td>
<td>IB &amp; TAG</td>
<td>Media Center</td>
</tr>
</tbody>
</table>

**How do I see my counselor?**

1. Counselors schedule their days by appointment. This provides a structure that allows them to see students effectively while limiting the amount of out of class time for students.

2. Except in emergency situations, students should make an appointment to see a counselor. Appointments are scheduled through the Counseling Office. Students may report to the Counseling Office before school begins, during their lunch period, or after school is dismissed.

3. A student should never be absent from class for the purpose of making an appointment or to visit the Counseling Office unless he/she has permission and a written pass from the teacher whose class he/she is missing.

4. The student should write his/her name on an appointment request form in the Counseling Office for the appropriate counselor. The counselor will send for him/her as soon as possible.

5. Parents can make appointments by calling their child’s counselor at 470-254-7640. Emailing is also acceptable.
Release of Records
In accordance with the Family Education Rights and Privacy Act, school records to a third party may be released only with written permission from a custodial parent if the student is under 18 years of age except in cases where the records are required by an educational agency in which the student seeks to enroll. If the student is 18 or older, he/she may grant permission for the release. All financial and/or equipment obligations should be cleared before requesting student records be sent.

Proofs of Residency
(FCBOE DISTRICT POLICY: JBC)

Persons enrolling a student shall submit two proofs of residency from the school system's approved list of verifiable residency documents: one from the approved utility list and one from the approved residency list, upon initial enrollment in Fulton County Schools or upon entry into Kindergarten, 6th, 9th grades, and when there is any address change.

If proof of residency is delayed, the student will be provisionally enrolled for a period of 30 calendar days. At the end of this 30 day period, if proof of residency has not been provided, the student may be withdrawn. The school will notify the enrolling person at least 10 calendar days prior to the withdrawal of the student.

Change of Address or Phone Number
Your student’s counselor in Counseling Suite 1310 or 1320 should be informed immediately by completing a Contact Information Sheet, if a student changes his/her contact information (Home Phone, Cell phone, Email Address, etc.). When changing address of residence, the parent must complete an Affidavit of Residence form and present two pieces of approved documentation. This is essential in order for school information and grade reports to reach the student’s home in a timely manner. Failure to provide current phone numbers could create a life threatening situation for the student in the event emergency medical treatment is needed. It is very important that a current parent email address be provided to the school.
Transcripts
Transcripts are to be obtained from the Counseling Office. A transcript request form must be completed. For transcript requests see Mrs. Janet Viafora in Counseling Suite 1310.

Driver’s License Certificate
Students may secure the Certificate of Attendance form required for a driver’s license and permit in the Front Office. The signed and notarized form may be picked up in the Front Office two days later. It is important for students to allow at least 48 hours when they are attempting to acquire their Certificate of Attendance. The cost of the Certificate of Attendance is $2.00. If you require a reprint of your ADAP Certificate to obtain your driver’s license the cost will be $2.00. NOTE: If an ADAP Certificate is needed, please indicate this on the form when you request your Certificate of Attendance.

Withdrawal from School
A student withdrawing from school must notify (24 hours advance notice) the counseling department as it is necessary that all records be brought up to date before the student leaves school. Students withdrawing from school should have a parent/guardian contact the student’s counselor prior to the withdrawal.

No student, regardless of age, will be withdrawn until parental contact is made. A parent signature is required for all students under the age of 18. The student will circulate a withdrawal form among his/her teachers as well as other school personnel on the last full day of attendance. Each teacher will sign, indicating a current course grade and if any money or property is owed to the school. Make sure that all financial obligations are cleared. The completed withdrawal form should be returned to Mrs. Viafora in Counseling Suite 1310. The student will receive a copy of the withdrawal form and an unofficial transcript to take to his/her new school.

Students withdrawn by the school for non-attendance are expected to return all school property and clear all financial obligations (cash or money order only) before requesting records to be released.

Work Permits
The necessary forms and information for obtaining a work permit are available in Suite 1330 from Mrs. Connolly (Main Office during summer months). Students must complete the applicable information and have the employer complete the required application information before the school can complete a work permit. If the student does not attend Alpharetta High School, they must provide a copy of their birth certificate.
“Will my actions and choices…

...show RESPECT for others or for myself?
...compromise my INTEGRITY or the integrity of someone else?
...promote responsible action through CITIZENSHIP?
...demonstrate consistent effort through HARD WORK?”

Student Conduct

As the form the foundation for all AHS specific rules and requirements, students and parents are expected to read and be follow the FULTON COUNTY CODE OF CONDUCT found in the current Student Code of Conduct & Discipline Handbook available at:

http://www.fultonschools.org/en/divisions/acd/supportserv/Pages/StudentDiscipline.aspx

Unless more specifically detailed in the Alpharetta High School Handbook for Students and Parents, the AHS Common Syllabus, or other documentation published by AHS, the Fulton County Code of Conduct outlines all rules for student behavior and conduct along with potential consequences.

The authority of AHS personnel to enforce behavior expectations and address violations is in effect when any AHS student is:

- on school grounds at any time
- off school grounds at a school-endorsed event
- traveling to or from school grounds or a school event

Alpharetta High School students are expected to conduct themselves in a manner that exemplifies good citizenship and respect for others, themselves, and our school. We expect that no student will create a negative disturbance or distraction that interferes with our educational environment.

By carefully considering these questions and making good choices, many students will find that no discipline issues arise. In an effort to help students understand how to consider their actions and choices, AHS has developed the R.I.C.H. Raider framework as part of the Positive Behavioral Interventions & Supports plan.

PBIS

Positive Behavioral Interventions & Supports (PBIS) is a general term that refers to the application of positive interventions and system changes to achieve socially important behavior change. It is
based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. For a complete definition and more information, visit www.pbis.org.

PBIS fits into Georgia’s Response to Intervention (RTI): Student Achievement Pyramid of Interventions as a Tier I, universal approach which determines the set of social skills/behavior that all students are expected to display. The curriculum consists of specific school-wide expectations which are developed at each school, taught to students, and reinforced in every setting. Progress monitoring by school based PBS teams guide the application of interventions through the RTI model in a consistent and systematic manner.

**R.I.C.H. Raiders**
Alpharetta High School community members are all encouraged to be R.I.C.H. in character by demonstrating Respect, Integrity, Citizenship, and Hard Work in all areas of their lives—both at AHS and out in the community. Students who act in ways that are R.I.C.H. in character are rewarded through R.I.C.H. Raider tickets given out by staff members which students may put in prize boxes found in the cafeteria to enter weekly drawings for prizes.

Examples of R.I.C.H. behaviors and actions are found on the posters throughout school. Additionally, students will have an opportunity to learn and engage with what it means to be a R.I.C.H. Raider through their advisement sections. Additionally information can be found on the school website. For questions about PBIS at Alpharetta High School or what it means to be a R.I.C.H. Raider, contact Mr. Andrew Bolin.
Dress Code
Guiding Principles
It is vital that no form of dress be distracting to the educational process. Students are expected to dress and groom to reflect neatness, cleanliness and modesty, as well as a sense of self-respect and pride both in themselves and in the school.

Expectations
The following expectations must be met by all AHS students:

• Shoulders must be covered at all times with fabric a minimum of three fingers wide.
• Skirts/Dresses/Shorts should be as long as the student’s longest finger when hands are held at sides while walking or standing. No skirts/dresses/shorts will be allowed that expose a student’s private area/s when sitting, standing and/or walking.
• Holes or the appearance of holes will only be tolerated as long as no holes appear above the student’s longest finger when hands are held at sides. Holes cannot expose a student’s private area/s.
• Tops that are sheer, tight, too low-cut or too high-cut revealing parts of the body including, but not limited to: stomach, back, breasts or cleavage are not permitted.
• No clothing that is too revealing or form fitting may be worn (for example, no leggings, jeggings, yoga pants or “skinny” pants without a long shirt covering the front and back pelvic regions/private areas).
• Pants must be worn at waist, even when shirt extends below the waistline. No undergarments should be visible at any time.
• No head gear, including, but not limited to, hats, hoods, grooming aides, do-rags, sun visors, or sunglasses may be worn in the building from arrival on campus in the morning until the dismissal bell. Head gear is subject to confiscation.
• Bandanas will not be worn / displayed at any time on campus. Any attire suspected to show affiliation with a gang will not be tolerated.
• No clothing that resembles pajamas, lounge wear, or lingerie will be worn; this includes sheer clothing.
• No shoes resembling bedroom slippers may be worn.
• No depiction of alcohol, drugs, tobacco, weapons, gangs, or derogatory, inciting, or sexually suggestive words, pictures or symbols may be on, or a part of, any clothing or accessory.

Students found to be in violation of the Dress Code Policy may be referred to their administrator for disciplinary consequences. An AHS administrator will have absolute authority to enforce
the spirit of these expectations. The decision of the administrator that this dress code has been violated is final.

Technology Use
Per the Fulton County Code of Conduct Rule 18(e):
Students shall not refuse to comply with reasonable directions or commands of school staff regarding responsible use of technology, and/or use audio or visual recording devices without permission of a school administrator (including but not limited to Policy and Operating Guideline IFBGA Responsible Use of Enterprise Technology).

Personal Technology Use in the Classroom & Media Center
Alpharetta High School supports the use of technology for academic pursuits. The use and type of technology permitted in a classroom is at the sole discretion of each individual classroom teacher and/or the Media Specialist. Permission to use electronic devices will be granted by the teacher and/or Media Specialist. Devices must be used responsibly and through teacher approved and school appropriate means. Headphones are permitted for student use in classrooms and in the media center only with specific teacher or media specialist permission for educational purposes.

Personal Technology Use Outside the Classroom including the Cafeteria
Technology use must be responsible and school appropriate in all areas on campus. The use of Personal Electronic Devices (PEDs) to engage in spoken conversations is prohibited during the school day (8:20am – 3:30pm) without explicit permission from an appropriate AHS faculty member. During lunch, the cafeteria and patio behind the cafeteria are considered areas for silent, school appropriate electronic use. Students are allowed to utilize headphones in the cafeteria, before school and during lunch. Without headphones, all devices must remain in silent mode in the cafeteria and the patio area. Speakers may be permitted on the patio ONLY with administrative approval. Administrators may revoke the privilege for speakers at any time for any reason.

Personal Technology and Social Media
Students should not video or audio-record another student or faculty member without the appropriate, prior approval of the participants and school official. Students should consider the impact of their social media postings prior to posting, understanding that their may be consequences for their actions and choices.

Personal Technology Responsibility
Students are responsible for the safety and security of their own devices at all times. The school is not responsible for personal electronic devices on school property or at school sponsored events.
If a student allows another student to engage in unauthorized electronics use, then both students may receive discipline consequences. Electronic devices may be confiscated by the school administrator or designee. See Fulton County Rule 20, for specific rules relating to use of electronic equipment, including cellular phones, and other items while on the school bus.

During emergencies and drills, including but not limited to tornado, fire, intruder, and evacuations, AHS expectations related to appropriate student use of personal electronic devices may be altered to ensure student safety. All students will be expected to comply.

If personal electronic devices are used during an assessment without teacher permission, it could result in an Honor Code violation; it is imperative that personal electronic devices not be turned on during assessments unless explicit permission is given by the teacher.

Students found to be in violation of the AHS Personal Electronic Device Policy will be referred to their administrator for disciplinary consequences.

NOTE: Any staff member may request that a student turn over their device upon committing a violation of this policy. Although students may have a strong attachment toward their personal electronic devices, it is expected that the student will comply with this request, and the device will then be available for the student to pick up between 3:30 pm and 4:00 pm in the front office. Failure to comply with this expectation could result in additional consequences for insubordination according to the FCS Code of Conduct.

Fulton County Technology Use
Alpharetta High School Students must claim ownership over all physical hardware components of Technology and the space which it occupies. All technology hardware components are important tools for learning and should be treated as such.

- No eating, drinking, or gum chewing around computers.
- Students will keep all computer labs clean, neat and orderly. No trash, paper, writing implements, textbooks, devices, etc. are to be left anywhere in the computer labs. Chairs are to be pushed in prior to departing the labs.
- Students will not touch or rearrange any cables, switches, power strips, mice, keyboards, labels, parent, the student will not have computer access.
- etc. If there is an issue with functionality, the student is expected to report the issue to the Teacher.
- Should the Teacher allow doubling-up on computers, the students will not move mice.
and/or keyboards from one computer to another.

- Students will not write or draw on computer tables, keyboards, mice, monitors (including signs attached to monitors), CPUs or anything that is contained within our computer labs with any type of writing utensil.

**Blended Learning Device Use**

As part of the Blended/Personalized Learning Initiatives within Fulton County, students will be issued a county-owned device for educational use. Although students are provided these devices for their use both on and off of school grounds, these devices are the property of Fulton County Schools and governed by the policies and procedures prescribed by Fulton County Schools. See **APPENDIX: E** for more detailed information on these policies.

**Terms and Conditions for Local/Wide Area Network and Internet Access**

The computers and its systems are for the use of the students, faculty, and staff of Alpharetta High School. Fulton County School System’s Electronic Network (EN) is to be used solely in support of the school system's educational mission. All computer work must be curriculum related. All other uses are strictly prohibited. Transmission of any material in violation of any U.S. or state regulation is prohibited. Use for commercial activities is prohibited.

Unauthorized use of the computer network or any failure to comply with the local and system wide provisions will be grounds for loss of EN access and other disciplinary and/or legal action. Students are prohibited from the following:

- Unauthorized access to the EN
- Type in URL addresses without permission and supervision of the teacher
- Access personal email without permission and supervision of the teacher
- Giving his/her school assigned password to another person
- Logging in or attempting to log in using another person's password or trespass in another person’s folders, work or files
- Using the computer for non-curriculum related activities (i.e., playing games)
- Adding software of any kind to a computer or to the network
- Violating copyright laws
- Printing without permission; Intentionally wasting limited resources such as paper and printer ink
- Accessing unauthorized files
- Downloading games, video, or audio (including music) unless for a curriculum related activity and supervised by a faculty member
- Accessing inappropriate material from the EN
Student Conduct, continued

- Participating in unauthorized Internet “chat” rooms
- Posting personal information on the web
- Physically damage or alter computer in any way - Computer vandalism, creating/spreading viruses,
- Interfering with the performance of the system, harming or attempting to harm or cause damage to the EN, hardware, software, or data
- View, send or display offensive, inappropriate and/or threatening messages and/or pictures
- Employing the network for financial gain
- Circumventing or attempting to circumvent the filtering system.

Conditions of Use and Account Management

Students who access the electronic network agree to abide by the restrictions outlined in Fulton County Schools’ policy for acceptable use. The specific conditions and services being offered may change from time to time. Fulton County Schools makes no warranties with respect to Internet service or content. Parents and students should be aware that Fulton County Schools does not have control of the information on the Internet, nor can it provide impenetrable barriers to accessing the full range of information available. Sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

Alpharetta High School students are assigned a unique network account name and password. Passwords should not be shared with anyone. With this account, students will have an assigned folder on the school’s server to store work. Students may store only needed files and should clean out their folder on a regular basis.

Students and their parent or guardian will be asked to sign the Alpharetta High School Computer/Network/Internet Acceptable Use Agreement.

Students will log off the computers when finished, as directed by the Teacher. In the case of laptops, students should wait until the log off process is complete before closing the laptop lid. Students will properly shut down the computers when directed to do so by the Teacher. The proper method to shut down any computer is: START > Shut Down. DO NOT depress the power button to shut down any computer. In the case of laptops, students should wait until the shutdown process is complete before closing the laptop lid.

Fines

Students are responsible for damage to, or loss of, their books, sports uniforms, technology, or any school property. School records may be delayed, including report cards, if restitution is not made.
Money owed for fines, lost books, damaged equipment, etc., must be paid by cash, money order, personal check or bank check.

**Discipline**

When appropriate, violations to the Code of Conduct will be handled immediately by teachers utilizing interventions such as conferences, phone calls to parents, private detention, counselor referrals, school social worker referrals, behavior contracts, etc. Other violations will be referred to an administrator. Violations of a chronic nature, or a violation of state law, may be referred to a disciplinary tribunal.

In the event that a student is referred for administrative discipline, AHS Administrative Discipline Assignments follow the student’s caseload administrator and are organized by the student’s last name:

**MORE DETAILED INFORMATION TABLE INCLUDING THE CYCLE OF DISCIPLINARY INTERVENTIONS AND POTENTIAL DISCIPLINARY ACTIONS CAN BE FOUND IN APPENDIX: D.**

**Administrative Caseloads**

<table>
<thead>
<tr>
<th>Caseload</th>
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<th>Caseload</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – COH</td>
<td>Mrs. Sharolyn Ketchup</td>
<td>Administrator</td>
</tr>
<tr>
<td>COI - HAR</td>
<td>Mr. Mike Scheifflee</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>HAS - L</td>
<td>Mrs. Clair Greenaway</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>M - Q</td>
<td>Ms. Tin Johnson</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>R - SE</td>
<td>Dr. Shannon N. Kersey</td>
<td>Principal</td>
</tr>
<tr>
<td>SF - Z</td>
<td>Mr. Errol Dice</td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>

"Will my actions and choices…

...show **RESPECT** for others or for myself?
...compromise my **INTEGRITY** or the integrity of someone else?
...promote responsible action through **CITIZENSHIP**?
...demonstrate consistent effort through **HARD WORK**?

"
What’s my Lunch Period?
Students will be assigned a lunch period based upon their schedule, with a student’s 4th period class determining whether they have Lunch A or Lunch B.

4A Lunch: Language Arts, Social Studies, World Language, P.E./Health
- Students will go to lunch immediately after third period and then attend fourth period class after lunch.

4B Lunch: Math, Science, Career Tech, Fine Arts
- Students will attend fourth period class immediately after third period and then go to lunch after fourth period class.

NOTE: ALTHOUGH INFREQUENT, LUNCH PERIODS MAY SHIFT AT VARIOUS POINTS DURING THE YEAR (E.G. EOC TESTING). IN THE EVENT OF A BUILDING-WIDE DEVIATION FROM THE STANDARD LUNCH SCHEDULE, SUCH CHANGES TO THE LUNCH SCHEDULE WILL BE COMMUNICATED OUT TO PARENTS AND STUDENTS AND POSTED AROUND THE BUILDING AS A REMINDER.

Lunches
Students may access the cafeteria and cafeteria patio during their lunch period. Students in the cafeteria should remain seated; students wishing to stand may go out to the patio behind the cafeteria. Students must be supervised at all times.

Cafeteria
Alpharetta offers breakfast and lunch including a la carte items and a variety of beverages. Breakfast service operation is from 7:50 am - 8:15 am. Students must be in line by 8:10 am in order to be served breakfast. Students may choose to bring their lunch and purchase drinks and/or other items. The food court is operated for the benefit of those who use it.

No student may cut, or allow others to cut, in food court lines. In order to efficiently serve those buying lunches, students not purchasing food should wait for their friends at a table and not stand in or in front of the serving lines. Students are expected to be respectful to all cafeteria personnel and must adhere to any and all posted instructions. Students are reminded that they must pay for any items that they take.

Cleanliness
Students are reminded that everyone is expected to pick up his or her own trash in the cafeteria and courtyard (this includes the floor and/or the ground). There are no personnel available to “bus” tables! Failure to fulfill this responsibility is considered as a disciplinary infraction. Students seated at tables that continually are found to be left with trash on or below them will experience disciplinary consequences.

Outside Food and Drinks
Students are not to bring “fast food” items into the
school for themselves or for other students. Parents also are to refrain from bringing “fast food” into the building during school hours for consumption by students. Any parents delivering or dropping off items for students (e.g. lunches, textbooks, gym bags, etc.) must bring the items labeled with the student’s full name to the front office for the student to pick up between classes or at the end of the day. Students are not permitted to leave the building or wait outside or in the foyer to pick up items, including during their lunch period. Parents are not allowed to eat lunch with their students in the AHS cafeteria.

**Lunch Passes**
To ensure student safety and campus security, students are not permitted in any other areas of the campus (including parking lots, tennis courts, practice fields, cross-country trails, etc.) from the time lunch begins until the bell rings to return to class without a signed pass from a staff member. Students may leave the cafeteria to visit the clinic for emergencies or to take prescribed medications.

In the event that a student needs to leave the cafeteria for any reason, the student must obtain permission from an administrator on duty and leave through the main entrance. Students may not exit the cafeteria via the back entrance by the lunch lines, the patio, or the restrooms until the bell rings to end lunch.

**Technology in the Cafeteria**
Although a common area, during lunch the cafeteria and patio behind the cafeteria are considered areas for silent, school appropriate electronic use. Students may use headphones in the cafeteria and patio area before or after school or during lunch. All devices must remain in silent mode in the cafeteria and the patio area unless permission is given by an administrator. Students are not allowed to talk on their cell phones during school hours, including at lunch. For detailed information, review the subsection on **Technology Use** in the **Student Conduct** section.

**Meal Plans**
Students who are on Free or Reduced Meal plans must complete a new application each school year. New applications must be processed by the School Nutrition Office by the September deadline or benefits will be suspended until a new application is processed. Please bring all applications to the Cafeteria Manager for processing. To process faster, parents may also apply online at: [www.fulton.schoollunchapp.com](http://www.fulton.schoollunchapp.com)
Lunches, continued

Off-Campus Lunch
AHS will offer eligible juniors and seniors the option to leave and re-enter the school campus on designated days for an extended lunch period as both recognition for their demonstrated maturity and responsibility as well as an incentive to keep up the good work throughout the year.

Eligibility
- To be initially eligible, AHS juniors or seniors must:
  - Receive Parental/Guardian Permission;
  - Be on track for graduation;
  - Be classified as seniors and enrolled in correct courses; and
  - Be passing all courses.

To remain eligible, during that current semester, AHS juniors and seniors must also:
- Receive no more than three unexcused period absences;
- Receive no more than three tardies to the class following the extended lunch period;
- Receive no more than two days of in-school suspension during that current semester;
- Receive no out-of-school suspensions

If a participating AHS junior or senior student loses eligibility during the current semester, he or she may be able to participate the following semester upon an adequate demonstration of responsibility and adherence to the AHS discipline policy and Fulton County Schools Code of Conduct.

Guidelines
The student must have a picture identification with the current semester's lunch privilege sticker attached in order to leave campus. Students are expected to leave and return to campus through the Northpoint Parkway exit only.

The student will be responsible for leaving campus in a timely, orderly fashion, and returning in time to attend his/her next scheduled class.

Students should not bring outside food or drink back onto campus.

If an eligible student decides not to leave campus for extended lunch, he/she will report immediately to the designated classroom for silent study hall. A student who decides not to leave campus for lunch, will report to his/her regularly scheduled lunch period. If the student reports back to campus prior to the end of the extended lunch period, he/she will report immediately either to lunch or to the designated classroom for silent study hall. Students out of compliance with the
requirements for the extended lunch privilege will have their privilege revoked.

**Times**
The extended lunch period will last 1 hour and 45 minutes, comprising the student's assigned A or B lunch period and the Anchor Time period that will either immediately precede or follow the student's assigned lunch period.

A – lunch: 11:00 a.m. – 12:45 p.m.
- Students must be out of the building and leaving campus no later than 11:05 a.m.

B – lunch: 11:55 a.m. – 1:40 p.m.
- Students must be out of the building and leaving campus no later than 12:00 p.m.

**Important Dates**
The extended lunch privilege is only available to current AHS seniors during the fall semester and to both juniors and seniors during the spring semester.

Mandatory meetings will be scheduled in the fall and spring to review expectations with students. Failure to attend this meeting may result in off-campus eligibility being revoked.

**NOTE: OFF CAMPUS PRIVILEGE IS NOT EVERY TUESDAY AND THURSDAY, BUT ONLY ON THOSE TUESDAYS AND THURSDAYS ALIGNED WITH ANCHOR TIME.**
Communication

At Alpharetta High School, we believe that effective communication and mutual respect between school and home is a pillar of support for student growth. As such, staff members will make every effort to proactively communicate with parents and students when necessary. To this end, it is important that parents ensure their contact information is current and up-to-date with the school so that we can reach you.

Alpharetta High School also uses a number of online and social media platforms (such as Twitter, Remind, the school website, etc.) to communicate out information in as timely a manner as possible. Students and parents are encouraged to access these channels to stay as up-to-date as possible and to celebrate our school community.

Please be mindful that, in the spirit of collaboration between school and home, we require face-to-face meetings between teachers and parents prior to requesting a meeting with the department chair, and face-to-face meetings between parents, teachers, and department chairs prior to requesting a meeting with the department administrator or principal. The following guidelines are provided to ensure positive communication so that students can be fully supported at school and at home.

Communication Conduct

In order to facilitate effective communication and promote positive, proactive support for students, parents and teachers, we recognize the importance of collaboration and mutual respect between school and home.

Parents are encouraged to connect with teachers whenever possible if they have questions or concerns. When doing so, we ask that all communication be respectful, polite, and professional. While every effort will be made to connect promptly, we thank you in advance for your patient understanding that it may take up to 2 school days for staff to reply.

Parents of students who are failing or in danger of failing can expect communication from teachers at minimum at the 6-week and 12-week grade reporting periods. Staff members will also contact parents of students who fail courses at the end of the semester.

Teacher- Parent-Student Conferences

Parents may arrange individual teacher-parent conferences with the appropriate teachers through email correspondence. However, if a parent is requesting a conference with more than one teacher, and/or needs assistance making an appointment for a conference, the student’s counselor can help coordinate the meeting. The Counseling Office telephone number is (470) 521-7651.

Parent Portal (Infinite Campus)

Fulton County Schools provides parents real-time data and an opportunity to access to student information such as student schedules, parent contact information (for updating email addresses on file), attendance, discipline, assignments, report
cards, unofficial transcripts, and grades earned for their child online with Infinite Campus's Parent Portal. One feature allows parents to receive information about absences, discipline, and failed grades received by their child.

Information about how to register for and access the Parent Portal can be found on the Fulton County Schools website: https://www.fultonschools.org/infinitecampus

School-based Communication
Teacher Emails
Staff email addresses can be found on the Alpharetta High School website Staff page.

Teacher Calendars
Class calendars are maintained by teachers as a means of providing students and parents and typically include upcoming assignments for two weeks in advance. Some teachers may make use of additional platforms (e.g. Turnitin.com, Google Classroom, Microsoft OneNote, etc.) to provide learning interaction. Review your student’s course syllabi for specific class information or contact your student’s teachers for more information.

Remind
Many teachers and departments make use of the Remind service. Remind allows teachers to communicate with students and parents via secure text messaging to send reminders and alerts relevant to the course.

School-wide Announcements
Announcements are made in the morning, on the Morning Show and posted in classrooms and on the school’s website. Afternoon announcements are made only in the event of emergency and unexpected changes such as bus changes and cancellations.

Messages to Students
Due to the number of students enrolled at Alpharetta High School, messages will not be delivered to students. This is an inconvenience and causes disruption to both students and teachers. Emergency messages to students will be limited to the following:

1. notification of death, serious illness, or disaster in the family,
2. medical appointments that have been unexpectedly changed,
3. an unexpected change in work schedule by employer when a student is enrolled in a co-operative work program.

Parents, please do not call or text your students on their cell phones during class time.
Communication, continued

Media Release

Media release forms are found in the Fulton County Code of Conduct and Discipline Handbook which is distributed to the students at orientation and the first days of school. Parents should return the forms to school with an indication as to whether or not they want their child photographed or interviewed during the school year.

Poster Guidelines

The Principal or designee (Student Council, Ms. Whitney Decaminada) must approve all posters, flyers, or banners. A copy of the flyer or a description of the poster or banner should be submitted to Ms. Whitney Decaminada in office 1252. Approval/denial will be returned to the club/organization sponsor within 24 hours. Upon approval, flyers may be duplicated or posters/banners may be created and posted. Items put up without approval will be discarded. No poster, flyer, or banner will be approved if the content is determined to be inappropriate.

Weather Emergencies

During periods of inclement weather when buses may have difficulty traveling or school may have to be closed, students and staff are encouraged to listen to local television and/or radio stations. School closing information will also be posted on Fulton County’s website, www.fultonschools.org.

Directory Information

The Alpharetta PTSA produces a Student Directory that includes student’s name, grade, parent’s name, address, and phone number. If parents/guardians and/or students do not wish to be included in the directory, they should make their request in writing prior to September 1st. Requests to omit information from the directory should be submitted to the student’s administrator.

As a general rule, schools may release directory information about students to appropriate organizations without prior written consent of a parent or guardian. Directory information includes:

- name, address, telephone number
- participation in school activities
- date and place of birth
- dates of school attendance
- major field of study
- honors and awards

Examples of organizations that request directory information include military recruiters, honor
societies, colleges, and alumni groups. If parents/guardians and/or students do not wish to have directory information released, a request should be made in writing to Brenda Hunter, the school Data Clerk, located in Suite 1330.

**Tutoring Policy**
The Counseling Office maintains a list of private tutors, which is available on the website or a copy may be requested from Mrs. Viafora in Counseling Suite 1310. Alpharetta High School compiles this list as a service or convenience for AHS families, but does not endorse any particular tutor. We recommend that each family carefully consider researching all available tutors. References are on file in the AHS Counseling Office. Parents are encouraged to check the reference binder in the Counseling Office before engaging a tutor for their student.

Teachers will communicate directly with parents about student progress and allow parents to communicate with tutors. Parents may invite a tutor to a scheduled conference with the teacher; however, the parent should notify the teacher if a tutor will be attending the conference.

**IMPORTANT NOTE:**
**AS A TUTOR IS NOT A LEGAL GUARDIAN, TEACHERS CANNOT COMMUNICATE STUDENT RECORDS OR INFORMATION DIRECTLY TO TUTORS.**
Transportation

Upon arrival, by automobile or school bus, students must come inside the building where adults are supervising. Students should not loiter or hang out in the parking lot or bus ramp. Once on campus, students are not permitted to leave again until the end of the day unless checked out at the attendance office.

Students are reminded that their conduct on buses and in the school parking lot should show respect for others’ person and property in their conduct and actions. In the event that there is an issue, students should notify a supervising adult (e.g., bus driver, teacher, administrator, Campus Security Associate, or Resource Officer) as soon as possible.

Bus Information

Buses are provided for all students living within the Alpharetta High School attendance district. Consult http://www.fultonschools.org/en/divisions/ops/trans/Pages/default.aspx for busing and bus stop information. Students must ride assigned busses and board/debark at the designated stop. Exceptions to this rule must be requested in writing, including phone numbers for verification, by a parent/guardian. To ride a bus other than the one assigned, the parent or guardian must send a note specifying the reason for the change to AP Suite 1330.

Students are expected to conduct themselves properly while riding a school bus. The bus driver has the same authority as a teacher in a classroom. Students referred to the office for discipline violations that occur on a bus are subject to losing the privilege of bus transportation in addition to appropriate disciplinary actions.

Students riding a school bus that arrives after 8:10 am due to traffic or mechanical failure will be admitted to class without penalty.

Ride Sharing Services

Parents should be aware that, pursuant to the policies and procedures of most ride-sharing services (e.g., Uber, Lyft, etc.) regarding the use of such services to transport unaccompanied minors, students are not permitted to make use of ride-sharing services in travelling to or from the AHS campus or other school-sponsored events.

Parking

Permission to drive and/or park an automobile on any Fulton County Schools campus is a privilege and not a right. In consideration of such privilege, the student expressly consents to any searches of the above-described vehicle or any other vehicles driven by applicant by administrators of the Fulton County School District for any reason at any time while said vehicle is on school property. Parking spaces will be issued to qualified students on a semester basis via a lottery system. It is
expected that every student applying for a parking permit reads and understands the parking regulations outlined below. It is the student’s responsibility to have read these regulations, and all students will be held accountable for this information. Students and/or legal guardians must provide all required information listed on the application and submit those documents at the time of application to be eligible for the lottery. A legible photocopy of the student’s driver’s license and a copy of the valid insurance card for the registered vehicle must accompany all applications.

Parking permits will be issued to only one vehicle and are not transferable.

It is the student’s responsibility to apply for a parking permit. Early release students, work study, Dual Enrollment, and those on hardship do not have priority and must meet all the requirements for parking. Individual requests for parking hardships after permits have been distributed will not be considered. Parking is based on the student’s grade level and discipline record from the previous semester. Parking permits will only be issued to members of the senior class initially through a lottery. Permits will be issued to members of the junior class based on availability after all qualifying members of the senior class have been served. Issuing remaining parking permits will also follow a lottery system. Students cannot purchase permits on behalf of another student. Sophomores are not eligible for parking permits for any reason; requests will not be considered.

Students who fail to meet application deadlines and/or complete necessary paperwork may not be considered for a parking permit. Permits will be issued on a lottery basis. It is expected that every student applying for a parking permit has read and fully understands the parking regulations and has all required documentation.

It is the students’ responsibility to have read these regulations and all students will be held accountable for that information. Parking is a privilege and those students who do not receive a permit via this process are not eligible to park on campus for any reason. Permits are not guaranteed and will be distributed through a lottery. Only a limited number of permits are available; permits cannot be reserved or purchased prior to these dates. Seniors with paperwork turned in get first priority.

Permits are not guaranteed and will be distributed through a lottery. Only a limited number of permits are available, permits cannot be reserved or purchased prior to these dates.

All students must submit the following documents to be entered into the lottery:
1. Completed FCS Parking Permit Application (with parent signatures)
2. Parking Application Form (with parent signatures)
3. Photocopy of valid driver’s license or a driver’s license instructional permit with an issue date prior to Information Day on (8/2/18)
4. Photocopy of valid vehicle insurance card (matching the car listed on the application)

Additional Details
- Applications can be found in the main office or on the school website.
- Students who have received a day or more of OSS during the previous semester do not qualify for a parking pass.
- Students who have received two or more days of ISS during the previous semester do not qualify for a parking pass.
- Students who receive OSS during the current semester will lose parking privileges for 60 school days and must re-apply for their parking pass.
- Students who receive ISS during the current semester will lose parking privileges for 30 school days and must re-apply for their parking pass.
- Students leaving campus without explicit administrative permission will lose parking privileges for 30 school days and must re-apply for their parking pass.
- Parking applications for students registering after the dates listed above will be processed on a "space available" basis when all lottery student have been served, all students must meet all requirements.
- Parking permits are issued to one vehicle only; stickers are non-transferable and must be permanently affixed to the windshield. Students not fulfilling this obligation may be subject to a $50.00 fine regardless of their ownership of a parking permit.
- A $25.00 fee will be charged for all replacement stickers. Pro-rated prices are not granted.
- Students who maintain a current parking permit may register a new vehicle by providing an updated parking application and proof of insurance.
- All automobiles parked on the school grounds must be registered. The parking decal must be displayed on the front left driver’s windshield if sitting in the driver’s seat. Vehicles which do not properly display a current parking permit as indicated may be booted at owner's expense, $50.00 fine.
- Students receiving parking permits accept responsibility for following all parking rules and regulations. Suspension of driving privileges, towing, booting, and/or suspension from school may occur when violation of these rules occurs. Parking privileges will be revoked anytime the student receives ISS, OSS, or two or more days of extended day detention for an offense. Any car that is parked illegally is subject to towing by A-Tow (770-475-1810) or booting at owner's expense.
• Students are not to park in any space marked FACULTY, HANDICAPPED, VISITOR, FOUNDATION, or any other unmarked areas. Illegal parking will result in booting and/or towing. Repeat offenders may have their parking privilege revoked. Students are expected to park in the student parking lots.

• Students who drive to school must accept responsibility of being on time to school. If a situation occurs that requires a student, who holds a valid parking permit, to drive a car to school other than the AHS registered vehicle, the student must obtain a temporary permit from the front office for $1.00. Late passes will not be issued to students who are requesting temporary permits. Temporary permits are not provided to students who are not current parking pass holders.

• All students must be covered by liability insurance. The school is not responsible for the automobile or its contents. No student may drive a motor vehicle on school property that is not registered to that student or his/her parent/guardian.

• Students will observe a 10 mile per hour speed limit while on school grounds. Students, who drive recklessly on school grounds or within 1000 feet of the school grounds, are subject to disciplinary action and/or loss of parking permit. All students must wear seat belts at all times when a vehicle is in motion.

• Student vehicles are subject to search if there are reasonable grounds to believe that drugs, alcohol, another student’s property, or contraband might be present in the vehicle. Failure to comply with a vehicle search may result in permanent forfeiture of parking privileges and the notification of local police if school officials believe a crime has occurred.

• All passengers including the driver MUST have a seat belt on before leaving the student parking lot. Failure to adhere to this law will result in disciplinary action, which could include an interruption of parking privileges.

• Parking permits are non-transferable. Students found buying, selling, exchanging, altering, or counterfeiting permits will have their parking privileges permanently revoked and will be subject to suspension with no parking fees refunded. This rule includes temporary permits. Students may also be charged with theft.

• Parking is assigned on a semester basis via a lottery system. Junior passes are distributed to qualifying individuals based on availability through a lottery system. Obtaining a permit for the first semester in no way implies that the student will be eligible for a second semester permit.

• Student drivers who are involved in any type of accident while on campus must immediately report the situation to administration. Students who have been found guilty of damaging another vehicle or property without proper reporting may have their parking privileges revoked.

• The parking fee must be paid when the parking permit is issued. A student may NOT drive to
Transportation, continued

school until displaying a valid permit.

- Students receiving parking permits accept responsibility for following all parking rules and regulations. Suspension of driving privileges, towing, booting, and/or suspension from school may occur when violation of these rules occurs. Parking privileges will be revoked anytime the student receives ISS, OSS, or two or more days of extended day detention for an offense.
- Any car that is parked illegally is subject to towing by A-Tow (770-475-1810) or booting at owner’s expense.
- Students who received OSS during the spring 2018 semester are not eligible for a fall 2018 parking permit.
- Students with outstanding balances need to attend to those before applying for their permit, please receive a receipt from of payment for your balance. (Outstanding balances may include but are not limited to lost book fines, media center fines and or athletics debts)
- Fines will be checked again when the parking decals are distributed.
- Students new to AHS need to show evidence of their enrollment via a class schedule
- Please ensure all of the documents listed above are completed and up to date; expired licenses and insurance will not be accepted. Students will not have access to a photocopier.
- Passes will be distributed through a lottery system beginning with seniors. A waiting list will be maintained throughout the school year based on lottery position. Passes may be released upon availability.

Parking Rules and Regulations
The following rules and regulations will be observed at all times:

1. Each person who chooses to park at a Fulton County High School or a designated site during normal school day hours must obtain a parking permit. A designated parking space will be assigned or an area will be designated for approved parking. Any and all parking permits must be completely visible from outside the vehicle.
2. Proof of insurance and a current Georgia Driver’s License, as required by state law, is required prior to the assignment of a parking space.
3. No permit may be altered, transferred or sold to another student for any reason.
4. Priority in assignment of parking spaces will be established by the local school administration.
5. The student code of conduct will apply to all campus events and all parking locations approved and provided by the local school, school support organizations, or the School District.
6. The driver/owner of any vehicle will be responsible for the use of his/her vehicle and for any
results of such use.

7. All students will be subject to the Fulton County Schools discipline consequences that include but are not limited to reports to law enforcement, in-school suspension, out-of-school suspension and expulsion.

8. Students who park at off-campus locations which operate as fund raisers for the school or school boosters are considered school activities. All behavior code provisions will apply in these parking lots.

9. Student vehicles are subject to search. The School Police Department and the school administration reserve the right to patrol all campus parking lots with the purpose of providing security and enforcing state law and District and school procedure. K9 units also routinely sweep parking lots. If you are not comfortable with your vehicle being searched, do not register for a parking permit or park in any lot designated for use.

10. Parking and traffic violations on campus subject to the discipline consequences include but are not limited to: parking an unregistered vehicle on campus, parking in the fire lane or handicap spaces, parking in entrance or exits of parking lots, failing to stop for “Stop” signs, giving false information or falsely registering a vehicle, parking in another students parking space, exceeding the 15 mile per hour speed limit, all applicable state law, traffic law and local ordinances.

11. The local School Principal is authorized to take action designed to prevent a student’s cutting of class or nonattendance contrary to law and Board policy regarding truancy. To emphasize the importance of being on time to school, or remaining at school, and attendance at school, the Principal or his/her designee may suspend or revoke a student’s parking privileges based on excessive tardiness or the unauthorized departure from school.

12. A students parking permit may be suspended or revoked at any time due to a violation of the code of conduct or law.

13. There will be no refund for the cost of a parking permit that has been suspended or revoked by the Principal. At the conclusion of the suspension, the student may reapply (with permission from the school Principal) and purchase a permit if parking spaces are available.

14. Fulton County Schools shall not be responsible for losses or damage to the property of users; including vehicles and contents thereof, of its facilities or any loss resulting in bodily injury.

ALL QUESTIONS OR CONCERNS RELATED TO PARKING SHOULD BE DIRECTED TO MR. DUSTIN RENNSPIES, DIRECTOR OF ATHLETICS.
Rigor
At AHS, we believe that rigor is achieved when teachers provide opportunities that appropriately challenge all students to cultivate skills such as: higher-order and critical thinking, problem solving, leadership, imagination, curiosity, citizenship, and the ability to tolerate ambiguity.

Engagement
At AHS, we believe engagement is founded on positive student-teacher and peer relationships—which encourage appropriate levels of risk-taking—and is developed via work that is relevant, differentiated, and achievable, and in which the student has a shared responsibility for his or her success.
...in academics, arts, athletics, and altruism.
Parents’ Right to Know
In compliance with the requirements of the College and Career Readiness Performance Index (CCPRI) standards, Fulton Schools informs parents that you may request information about the professional qualifications of your student’s teacher(s).

The following information may be requested:
• Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
• Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
• Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child’s teacher’s qualification, please contact the principal at 470-254-7640.

Student Scheduling
School Day
School day consist six academic periods and a lunch period. School hours are 8:20 am to 3:30 pm. Students are also assigned an advisement/homeroom that meets as needed. The school year consists of two semesters. Students earn one-half unit of credit for each course per semester. Many courses are taught over two semesters, earning a total of one unit of credit, while some are intended as one-semester experiences. The school day is defined for specific disciplinary purposes as up to one hour before school begins and any time afterschool where the student is on school grounds.

Graduation Requirements
A student shall become eligible for graduation upon meeting the following criteria:
• 23 units of appropriate credit have been completed
• Attendance requirements have been met

NOTE: A complete chart showing the Fulton County School System Graduation Requirements can be found in APPENDIX : F.

High School Courses Taken in Middle School
Students who take high school courses, such as math, science, two years of the same world language in middle school, and other courses may receive units of credit toward their high school requirements. It takes two years of the same world language in middle school to equate to one unit of high school world language.

High School Diploma
This document certifies that students have satisfied attendance and unit credit requirements. For more
Diplomas for Special Education Students
Diplomas are awarded to students with disabilities assigned to a special education program who have not completed all of the requirements for a high school diploma but who have nevertheless completed the Individualized Education Program (IEP). Such diplomas shall be called Individualized Program of Study Diploma.

Students with significant cognitive disabilities are those 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).

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

- 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,
- participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
- 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.

Graduation Exercises
A student will be allowed to participate in graduation exercises after all requirements for a High School Diploma have been met.

Georgia Board of Regents’ Admission Standards for Graduating
For more information visit www.usg.edu.

HOPE Scholarship Eligibility
Current information about HOPE scholarship eligibility can be found at www.gacollege411.org or by visiting The Cove, AHS’s college and career center, located outside of Counseling Suite 1310.
Student Scheduling, continued
More information on the college and career center or on how to make an appointment with your student’s counselor can be found in the Counseling section.

Grade Level, Promotion, and Retention
By the first day of school, students must have earned a certain number of units in order to earn promotion to the next grade level. Requirements for promotion are:

- Freshmen: promotion from eighth grade
- Sophomore: minimum of 5 units of credit
- Junior: minimum of 11 units of credit
- Senior: minimum of 17 units of credit

NOTE:
SUMMERSCHOOLISANEXTENSION
OF THE PREVIOUS SCHOOL YEAR;
THEREFORE, SUMMER COURSES
COUNT TOWARD PROMOTION TO
THE NEXT GRADE LEVEL.

With the exception of graduating seniors, students will remain in their assigned grade-level homerooms for the entire school year. Retained juniors who are on-track for their original graduation date at the start of the spring semester will be moved to a senior homeroom. A student who is “on-track” has earned 17 units of credits and must pass only his/her regular school day classes to graduate.

If at risk of repeating his/her grade level, the student should contact his/her counselor, as well as Mrs. Laurie Veillon, the AHS Graduation Coach, to discuss a specific plan to recover credits and get back on track for graduation.

Placement Procedure
Recommendations concerning instructional placement and progress of students are the responsibility of the local teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal.

Schedule Change Policy and Procedure
FULTON COUNTY SCHOOLS DISTRICT POLICY - CLASS PLACEMENT AND CHANGES
Students are expected to complete courses for which they are enrolled. If changes are necessary*, they should be requested in writing by the parent/guardian within the first ten (10) school days of the course.

All course changes must meet the following criteria:
- An FTE-eligible course is available for the student
- Space is available in an already scheduled course
- The student’s graduation requirements can be met within four years
- Must be approved by the teacher and guidance counselor.

NOTE:
Summer school is an extension of the previous school year; therefore, summer courses count toward promotion to the next grade level.
Any parent not satisfied with the decision of the teacher and guidance counselor regarding course changes may contact the principal or his/her designee. Students may be allowed to transfer out of a course outside the 10 day period in the event of an exceptional hardship or in response to a teacher recommendation. Failure in the course alone should not be considered an exceptional hardship. Factors which interfere with a student’s mastery of the content such as a catastrophic event or extended illness would be examples of an exceptional hardship. Requests for exceptional hardships should be made in writing by the parent to the principal. The Superintendent’s designee should develop forms necessary to ensure the consistent implementation of this policy.

The course request verification process and the course waiver request process ends in June. Therefore, “NECESSARY” SCHEDULE CHANGE REQUESTS and LEVEL-UP CHANGE REQUESTS are the only schedule changes that will be entertained at the beginning of each semester. Schedule Change Request forms are available in Counseling Suites 1310 and 1320 as well as Administrative Suite 1330. The deadline to submit the Change Request form is within the first ten (10) school days of the course and approved changes are contingent upon space availability.

**AP Course Note**
Students should remember that placement in AP courses and College courses constitute a year-long commitment. Failure to complete summer reading is not a reason to be removed from AP courses. Summer assignment/reading grades will be figured into first semester grades.

**Unnecessary v. Necessary Schedule Changes**
Reasons deemed unnecessary for a schedule change include, but are not limited to:
- Requests to change teachers,
- specific periods,
- lunch periods,
- “change of mind”,
- incomplete summer assignments,
- other extenuating circumstances as determined by the Scheduling Committee.

Electives (academic or non-academic) are not considered to be necessary schedule changes.

**Necessary changes** include, but are not limited to:
- the addition of courses required for graduation,
- addition of courses required to fill empty periods,
- deletion of courses already completed,
- deletion of courses “doubled up” during a specific period.

All other circumstances are considered on a “case by case” basis by the Scheduling Committee.

Level changes may be considered per the specifications of the Beginning of the Year Level Change Request Process (exception – semester core courses, i.e., Economics).
Student Scheduling, continued

Scheduling Errors
Schedule changes that involve a scheduling error (for example, the student has already received credit for the course) will be made by the student’s counselor throughout the school year. See the COUNSELING section for information on how to contact your student’s counselor.

Classroom Concerns
If a request for a schedule change is due to a concern with a specific classroom, the following procedure should be followed before a change will be considered:

1. Parent/student requests a conference with the teacher to discuss concerns and to seek a resolution.
2. If the above is not successful, the parent/student requests a conference with the teacher and department chairperson to seek resolution.
3. If the above does not resolve the issues/concerns, the student/parent may submit, in writing details of the concerns and the remedy sought. Such a letter should be submitted to the administrator overseeing that specific department.

Please remember, students request classes NOT teachers. Occasionally, a request is made to change from one teacher to another. The Scheduling Committee will not consider such requests unless one of the following conditions has been met:

1. The parent/student has initiated efforts to resolve whatever issue or concern with the class may be and allowed an opportunity for improvement of the situation (per guidelines above)
2. The student has had the teacher for a prior course and experienced difficulties that were not resolved. The parent will be asked to provide documentation of attempts to resolve the previous situation. Each situation is specific to the student currently in the class. Past difficulties are not applicable to siblings who may have had a certain teacher.

Even if the above condition(s) exist, the Scheduling Committee will not move a student unless another section with space available exists. Please understand that classes cannot be overloaded. Additionally, the above policy and subsequent procedures hold true in situations where a counselor change is requested.

Level-Up Change Requests
A level-up change occurs when a student is moved from a lower level course to a higher level course (e.g., on-level to Honors or Honors to AP or on-level to AP within the same subject).

Students are placed in courses based on specific criteria. Prerequisite requirements reflect skills and levels of achievement needed for success in a desired course. Proper academic placement is
essential for academic success; therefore, students are not placed in courses in which the prerequisite requirements have not been met. In recognition of the fact that initial course recommendations are made prior to the end of the 2nd semester of the previous academic year and in an effort to encourage our students to continue to set goals and work hard to challenge themselves in a higher level of curriculum, we include a Level Up Change Request process at the beginning of each school year. This allows us to review the student’s progress at the end of the previous semester, rather than only the grade from first semester at the time of the original recommendation. If the student meets the prerequisite grade requirement and has fulfilled all other prerequisites, a parent may request placement in the desired course by completing a level change request form.

Even if the aforementioned condition(s) exist, the Scheduling Committee will not move a student unless there is space available in the appropriate course. Please understand that, as with all schedule changes, classes cannot be overloaded to accommodate level change requests.

While considering whether or not to make a level change request, students must understand that:

- If this is a more challenging class, it will require more work on their part,
- As with other courses at AHS, once they commit to taking this course, they will not be allowed to change their schedule,
- The teacher of the class is under no obligation to provide them with assistance or tutoring above or beyond what is available to other students,
- If they perform poorly in the requested course it may affect their scheduling options, Numeric Average/GPA, graduation progress, honors and awards, college options, and scholarship opportunities,
- Students will be responsible for summer work despite late entry into an AP/Honors course. If summer work is not completed, students are at risk for receiving a zero for any summer work related assignments,
- The approval of these level change requests are contingent upon space availability.

**IMPORTANT NOTE:**
This does not constitute a waiver situation. Students with their parents approval are allowed to waiver into a course but the waiver process ends in June of the previous school year. Therefore if students do not meet the course prerequisites, they should not complete the Level Change Request form. The approval of level change requests is contingent upon space availability; therefore, if the student meets the requirement to be placed in AP US History from US History but there is no space in any of the AP US History classes, the student’s request will be denied.
Academic Honesty
In an effort to encourage good study habits, fair competition, and positive development in the area of academics, the Alpharetta faculty and staff support a strong policy for academic honesty and takes this policy with the utmost care and solemnity.

Principles

Respect
We show respect to others’ ideas and our own ideas by properly crediting others’ work and not compromising our personal integrity

Integrity
We maintain integrity at all times, whether at home or in school, regardless of our circumstances

Citizenship
We practice citizenship by honoring our peers and community, abiding by the AHS Academic Integrity Policy

Hard Work
We put forth our best efforts and honor the efforts of our peers by completing our work to the best of our ability according to the expectations of the assignment and course

Partnerships
At AHS, we recognize that learning does not occur in a vacuum and that successful learning requires the support and participation of students, teachers, parents, and administrators. As a school community, we endeavor to partner together to ensure that students have the maximum opportunities to be successful and to demonstrate their growth and learning. As an environment of academic integrity is the work of all members of the AHS community, the duty to report any part of academic dishonesty falls on all members of the AHS community, including students.

Students will...
• Complete work individually and to the best of one’s ability
• Seek assistance and/or clarification from teachers when needed to ensure proper understanding of assignment or assessment expectations
• Consult with teachers regarding what level of collaboration is acceptable prior to completing an assignment
• Practice digital citizenship with electronic devices and resources
• Report instances of academic dishonesty to the appropriate teacher and/or administrator within 24 hours
• Develop personal integrity by holding oneself to the expectations of academic honesty and making teachers and administrators aware when others do not

*Teachers will...*

• Discuss the AHS Honor Code Policy and Plagiarism with students at the beginning of the year and before an assessment
• Provide instruction in proper citation of sources and means by which academic integrity can be maintained
• Be mindful of student understanding and provide clear expectations for assessments
• Consider students’ overall workloads to help students develop balance in their school and study habits
• Provide effective supervision during in-class assessments to ensure equity of opportunity for all students
• Make strategic use of available resources for out-of-class assessments to minimize potential opportunities for plagiarism
• Communicate with students and parents regarding the importance of academic honesty and the expectations for each specific course
• Maintain supervised assessment environments (e.g. have all students silence their cell phones and put them in their backpacks at the front of the classroom) and secure any sensitive materials (e.g. in a locked file cabinet inside of a locked classroom).
• Abide by the practices outlined in the AHS Teacher Handbook
• Report potential violations promptly according to the procedures outlined in the AHS Teacher Handbook

*Parents will...*

• Support and reinforce teacher expectations of student learning to promote positive collaboration between school and home
• Report instances of academic dishonesty to the appropriate teacher and/or administrator within 24 hours
• Engage with the learning process by monitoring posted grades and communicating respectfully and positively with questions about student progress
• Help students to make informed decisions about courses to help maintain balance and overall well-being
• Participate in the learning process by communicating with students about problem solving and making wise choices
Academic Honesty, continued

Administrators and Supporting Staff will...

- Work with all stakeholders to ensure an environment conducive to learning while providing equity of opportunity for students
- Investigate and resolve allegations of academic dishonesty in a timely fashion
- Provide professional development to teachers on how to minimize opportunities for academic dishonesty
- Communicate with students and parents the importance of academic honesty

Practices

Per the Fulton County Schools Code of Conduct:
The expectation is that each student will be honest and submit his/her own work. Cheating, plagiarism and other Honor Code violations are strictly prohibited. Examples of violations of this rule include, but are not limited to:

- copying or "borrowing" from another source and submitting it as one’s own work
- seeking or accepting unauthorized assistance on tests, projects or other assignments
- fabricating data or resources
- providing or receiving test questions in advance without permission
- working collaboratively with other students when individual work is expected.

SEE FCBOE POLICY JCD (STUDENT ACADEMIC INTEGRITY) AND "ACADEMIC HONESTY IN THE IB" FOR MORE INFORMATION.

General Guidelines

Student assignments turned in for grading should be the sole work of that individual student. To prevent cheating, including plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given explicit permission to do so. This includes the giving or receiving of information in any manner, including electronically.

No electronic device may be displayed during any assessment without the explicit direction from the teacher. Violating this requirement may result in a Major Honor Code violation.

For Honor Code violations involving an electronic device, teachers may request to receive the device. In the event that the student refuses to relinquish the device, teachers may alert administration by pressing the white emergency button. NOTE: The presence of a cell phone during testing does not necessarily constitute an honor code violation. An investigation must occur to determine guilt.

All Honor Code violations will be categorized into different levels of severity.
Minor Honor Code violations include (but are not strictly limited to) homework, quizzes, and classwork, etc. (e.g. formative assignments). Minor Honor Code violation consequences will be handled by the classroom teacher and will not necessarily be referred to the administration (cumulative minor offenses may be referred to administration for disciplinary action).

Examples of Major Honor Code violations include (but are not strictly limited to) exams, tests, projects, essays, etc. (e.g. summative assignments). Major Honor Code violations will be referred to administration and will result in disciplinary consequences. Additionally, Major Honor Code violations will be reported to honor society sponsors and will be subject to the honor society’s bylaws related to dismissal. Significantly, Major Honor Code violations will be reported to college admissions officers or scholarship committees upon request.

**Collaboration**
In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate. Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing an assignment.

**Plagiarism**
Plagiarism is defined as presenting someone else’s work as your own including the copying of language, structure, programming, computer code, ideas, and/or thoughts of another without proper citation or acknowledgement. Plagiarism also includes using excessive editing suggestions of another student, teacher, parent, or paid editor. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Alpharetta High School Honor Code. Upon teacher request, students may be required to submit research papers or other written work to turnitin.com. This website checks the submission for plagiarism, provides a receipt for the student to give to the teacher, and reports to the teacher that the student’s work was not copied from any source.

**Reporting**
An environment of academic integrity is the work of all members of the AHS community; thus, the duty to report any part of academic dishonesty falls on all including students. If any community member suspects or witnesses academic dishonesty, he or she is required to report the incident immediately (within 24 hours) to his or her teacher or administrator. Students who knowingly make false accusations are subject to disciplinary consequences.
Academic Honesty, continued

Administrative Investigations

Students suspected of a major honor code violation will be reported to their administrator and will follow the following process:

1. The staff member(s) involved will submit a written statement describing their observations and evidence, including copies of the student’s work and any other work that is in question related to the alleged violation.
2. The student’s administrator will ask the student to submit a written statement regarding the alleged violation.
3. The administrator will collect and submit other student and staff statements when appropriate. Additionally, failure to cooperate with an honor code investigation could result in disciplinary consequences.
4. If deemed necessary, the findings from the investigation will be presented to a panel of administrators.
5. The panel will review the evidence and determine whether or not the student has violated the Honor Code of the Fulton County Schools Code of Conduct.

NOTE: A student’s refusal to submit a written statement does not prevent the administration from moving forward with the decision and consequences.

Consequences

For Major Honor Code violations, students must complete a remedial honor code assignment within 5 days of being found in violation of the AHS Honor Code Policy. For the original class assignment, students will be allowed to earn partial credit by completing a similar alternative assignment. The teacher may ask that this assignment be completed under the supervision of a school staff member, depending on the assignment. Additionally, the student and the teacher must agree on a reasonable timeframe for the resubmission of the assignment. Once the new assignment is resubmitted, it will be graded, and the student will receive a grade no higher than 50%. Honor Code Violations carry both an academic and disciplinary consequence. See Policy JCD, Student Academic Integrity for more information.

Personal Accountability

In order to reinforce Alpharetta High School’s commitment to academic honesty and the ideals of being a RICH Raider, students will be expected to write or sign an Academic Honesty pledge prior to completing an individual assignment. The AHS Academic Honesty pledge states:

AS A RICH RAIDER, I, (STUDENT NAME), PLEDGE THAT I HAVE NEITHER GIVEN NOR RECEIVED ASSISTANCE ON THIS ASSIGNMENT.
Assessments
At AHS, we believe that regular, meaningful assessment is a key part of the learning process. To this end, we engage in assessment and feedback so as to promote accurate understanding and measureable growth for all of our students toward specific standards, objectives, and goals. We desire for teachers and students to “act in a formative way”, by which we mean viewing all assessments and learning activities as opportunities to evaluate student growth.

Principles

Equity
Because all students should be given the same levels of expectation consistent with their course, grade-level, and learning outcomes (Georgia Standards of Excellence, Advanced Placement objectives, International Baccalaureate course objectives, etc.), teacher-led Professional Learning Communities (PLCs) regularly meet to ensure consistency of expectation and evaluation, to review and reflect on student learning (reflecting specifically at the 6- and 12-week marking periods), and to plan for subsequent instruction.

Opportunity
All students should be provided opportunities to demonstrate their learning using a variety of modalities and assessments as appropriate to and consistent with the expectations of their course, grade-level, and learning outcomes. Additional learning supports and/or learning extensions should be provided to students in accordance with their ability and progress to allow them to further their learning to the fullest of their potential. Opportunity should also be extended to students in need of remediation to allow for re-teaching and re-assessment to ensure students are able to master the content being taught. PLCs regularly consult to ensure consistency of grading categories and assignment weights as well as to maintain assignment numbers in accordance with the expectations outlined in the AHS Faculty Handbook.

Feedback
Students will receive regular, authentic, and meaningful feedback from their teachers as to the progress being made toward course objectives. Feedback may come in the form of written commentary, verbal discourse, or numeric grades and is given for the express purpose of helping students to assess and evaluate their own learning and work toward improvement in the course’s content.

Partnerships
At AHS, we recognize that learning does not occur in a vacuum and that successful learning requires the support and participation of students, teachers, parents, administrators, and community stakeholders. As a school community, we endeavor to partner together to ensure that
Assessments, continued

Students have the maximum opportunities to be successful and to demonstrate their growth and learning.

**Students will...**
- accept responsibility for their learning by engaging with their subjects inside and outside of the classroom
- exercise personal responsibility in preparing for assessments
- develop respectful communication regarding their academic growth and learning

**Teachers will...**
- Create assessments that provide opportunity for students to demonstrate learning
- Evaluate assessments to determine areas of re-teaching or to acknowledge student growth and performance
- Be mindful of student understanding and provide clear expectations for assessments
- Abide by the practices and policies outlined in the AHS Faculty Handbook

**Parents will...**
- Support and reinforce teacher expectations of student learning to promote positive collaboration between school and home
- Engage with the learning process by monitoring posted grades and communicating respectfully and positively with questions about student progress
- Help students to make informed decisions about courses to help maintain balance and overall well-being
- Participate in the learning process by communicating with students about problem solving and making wise choices

**Administrators and Supporting Staff will...**
- Provide support to teachers by protecting collaborative time and encouraging teacher reflection on student assessments
- Support parents and students in making effective choices about potential courses
- Provide professional development related to assessment and learning

**Practices**
**Assessing Formatively**
Formative assessments are typically “for learning” and may or may not be graded. They are, by design, “lower-stakes” in nature and occur within the context of a broader learning segment (class, unit, etc.). Formative assessments are designed to be a regular part of a course so that they can assist students, teachers, and parents in identifying where students are currently in relation to
the larger learning targets and what steps might be taken to adjust teaching to meet those needs. Examples include: formal assessments (e.g. homework assignments, in-class assessments, quizzes, etc.), informal assessments (e.g. tickets-out-the-door, student responses in class discussion, etc.), and diagnostic assessments (e.g. pre-learning evaluative measures). Effective formative action necessitates that teachers and learners have a clear understanding of what is being assessed, why it is being assessed, and what the next steps will be as a result of the assessment.

**Assessing Summatively**

These are assessments “of learning”, typically graded and “higher-stakes” than formative assessments. Summative assessments occur at the end of the learning process and are designed to measure a student’s learning gains. Regular summative assessment is designed to assess what students have accomplished and to determine when students are ready for succeeding concepts. Like formative assessments, summative assessments can provide students, teachers, and parents with information as to student progress and assist with planning future learning opportunities. Summative assessments are typically formal and include (but are not limited to): tests, labs, performance-based assessments, essays, extended assignments, etc.

**Collaboration**

Collaboration is an essential skill for all learners that must be modeled and taught. This includes teaching students how and when to collaborate effectively and appropriately. All teachers at AHS are encouraged to use a specific means of communicating to students when and to what degree collaboration is appropriate so that students may have opportunities to practice working collaboratively while at the same time understanding the boundaries of collaboration. Collaborative assessment includes (but is not limited to) such tasks as projects, class discussion/seminars, paired work, labs, presentations, etc.

**Differentiation**

At AHS, differentiation is an essential part of learning and assessment as we seek to work with each student to grow to his or her fullest potential. Differentiation allows teachers and students...
Assessments, continued

to engage in authentic learning by tailoring experiences and assessments as appropriate to meet the learning needs of students. At AHS, we differentiate for student readiness, interest, and learner profile by content, learning process, learning products, and learning environments. Many of the determinations as to the need for and appropriateness of differentiation are evaluated based on data gathered during formative and summative assessment.

Reflection
At AHS, we seek to be reflective practitioners. This includes individual reflection on student progress, assignments, and assessments. It also includes collaborative reflection amongst professional learning communities to review student growth targets, common assessments, and 6- and 12-week grade data pursuant to our Philosophies and Principles.

Because we also desire for our students to be fully engaged with the learning process and, opportunities should be created for students to measure and evaluate their own growth so that they can learn to set personal goals and work toward achieving them.

Grading
Each teacher’s syllabus includes the grading categories and the weights. As mandated by the state, students earn numeric grades. Passing grades are 70 and above. Grades will be assigned and maintained equitably for all students in accordance with the grading scale established by Fulton County Schools and any additional expectations established by each Professional Learning Community. A cumulative numeric average will be computed at the end of every semester. For scholarship and college entrance requirements the scale shown below appears at the bottom of each student’s transcript.

Students in advanced studies courses (e.g. AP, IB, etc.) will be assessed in accordance with the assessment requirements of their course (scale of 1 to 7, etc. as appropriate); on specific assignments, these scores may be converted to a 100-point scale for consistency of reporting and grade calculation.

Letter grades will be assigned according to Fulton County’s approved grading scale, which is as follows: A—100-90, B—89-80, C—79-70, F—69-0. Students enrolled in Advanced Placement,
Honors, International Baccalaureate and joint enrollment/postsecondary options courses receive an additional seven points to be added to a passing final grade. The student transcript reflects all courses attempted in high school (and high school courses taken in middle school) as well as grades, credit received, and cumulative average. No grade (NG) is required on a report card if the student has been enrolled fewer than 20 schools days in the grading period and if there have been no grades received from the previous school for that time period.

**NOTE: IF A STUDENT FAILS A CLASS AND THEN RETAKES THE SAME CLASS, BOTH GRADES APPEAR ON THE TRANSCRIPT AND BOTH ARE CALCULATED IN THE CUMULATIVE NUMERIC AVERAGE. THE NEW GRADE DOES NOT REPLACE THE OLD GRADE ON THE TRANSCRIPT.**

**Recording/Reporting**
The Fulton County Board of Education believes that evaluating and reporting of student achievement is one of the ways by which schools account to parents for the quality of the educational experiences provided their children. Evaluation must be based on reasonable and clearly understood standards of performance. If evaluating and reporting is to be valid, useful, and constructive, the process must be fair, as objective as possible, and understandable to students and their parents. Reporting of student achievement must honestly and realistically convey the strengths and weaknesses of student performance.

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### How is a Cumulative Numeric Average (CNA) Computed?
**ex. 9th grade Student**

<table>
<thead>
<tr>
<th>Course</th>
<th>GR</th>
<th>Transcrpt</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Lit/Comp H</td>
<td>90</td>
<td>97</td>
</tr>
<tr>
<td>GPS Advanced Algebra</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Biology H</td>
<td>90</td>
<td>97</td>
</tr>
<tr>
<td>Am Gov/Civics</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Intro to Art</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Spanish I</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>540</strong></td>
</tr>
</tbody>
</table>

554 divided by 6 = 92.3 (CNA)

**NOTE:** Tis is not a GPA.
Assessments, continued

Since students respond more positively to opportunities for success than to the threat of failure, the evaluation system should be a positive influence on student's education. It should provide multiple opportunities for students to demonstrate success. The School System also should provide opportunities, which encourage and easily permit students to make up past deficiencies in performance. Teachers are expected to base the final grade on at least nine graded activities per semester. Homework should not count as more than 15% of the final grade.

Grades should be regularly posted to the appropriate, county-approved learning portals for both students and parents to be informed. Parents are encouraged to use Fulton County’s online service, the Home Access Center to check their student’s progress. Evaluated assignments and assessments should typically be returned to students and reported in the county-approved learning management system within 10 school days of the assigned deadline. Progress report grades will be posted for the 6- and 12-week marking periods and teachers of struggling students will document communication with parents/guardians (see subsection Feedback below).

Feedback

Students will receive regular, authentic, and meaningful feedback from their teachers as to the progress being made toward course objectives; this feedback may come in the form of written commentary, verbal discourse, or numeric grades and is given for the express purpose of helping students to evaluate their own learning and work toward improvement in the course’s content.

Parents/Guardians should feel free to contact the school about their child’s progress at any time during the semester. Counselors and teachers will be glad to discuss with parents the program and the progress of their child. Teachers are required to contact parents of struggling students so that early intervention can be implemented to help students have opportunity to succeed. Teachers are encouraged to contact parents when students achieve successes or show positive growth.

For more information about types of contact or how to contact a student’s teacher, see the COMMUNICATION section. A list of dates, including progress reporting dates, can be found in APPENDIX: B.

Multiple Major Assessments

If a student has more than three major unit tests scheduled on the same day in a face to face class at Alpharetta High School, he or she may request for the fourth (or fifth or sixth) major unit test(s) to be rescheduled to another day. The assessment taken at a later date may be in a different format but will assess the same standards. It is the student’s responsibility to make this request to the teacher through email 72 hours in advance of the major unit test he or she wants to reschedule and copy all of the other teachers who are also giving major unit tests on that date.
Testing

National/International Testing

**PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test)** is administered in October to all students in 9th, 10th and 11th grades. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9th, 10th, and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships. For more information, visit www.collegeboard.com

**SAT (Scholastic Assessment Test)** is usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT. For more information, visit www.collegeboard.com

**ACT** is usually administered five times each year at sites designated by the testing company. College-bound students should determine if colleges to which they are applying require the ACT. If so, they are encouraged to take this test in the spring of their junior year. For more information, visit www.act.org

**Advanced Placement (AP) Exams** are administered in May for college placement. Students who take and pass AP courses should take the AP exam. Funding is provided by Fulton County for exam registration. For more information, visit www.collegeboard.com

**International Baccalaureate (IB)** examinations occur in late-April during the final year of the student’s IB course. These exams occur over multiple days (typically 2, for most courses) and have multiple components. Students taking an IB course must take an IB exam as per the IB Expectations agreement. Funding is provided by Fulton County for exam registration. For more information, visit, www.ibo.org

State Testing

**Georgia Milestones End-Of-Course (EOC) Tests** are required for students enrolled in the following courses: 9th Grade Literature & Composition, American Literature & Composition, Algebra I, Geometry, Physical Science, Biology, US History, and Economics. The tests serve as the final exam for the above courses. The test scores serve as 20% of the students’ final semester grade for all subjects. The EOC tests are associated with the course the student is taking. The EOC test scores cannot be “banked”. This means that if a student retakes a course they must retake the associated EOC test.

Main administrations are scheduled at the end of each semester and are intended for students...
Assessments, continued

enrolled in an EOC test course to take the test. Students who missed the previous EOC main administration may also take the EOC to clear an incomplete.

Retest administrations are available to provide an opportunity for students who did not meet the standard to demonstrate their proficiency. These administrations are scheduled at intervals during the school year.

The following students are eligible to participate in EOC retest administrations:

- Students who passed the course, but who did not meet the standard on the associated EOC test.
- Students who did not pass the course and who also did not meet the standard on the associated EOC test.
- Retests are not provided for EOCs that were taken prior to the winter 2011 administration.
- Students are not required to participate in retest administrations.

Administrations to clear incompletes are scheduled at intervals during the year and are intended for students who missed the EOC administration the previous semester.

Guidance regarding students who may take the EOC courses by alternative means is below:

- Students who are dually-enrolled in an EOC course to earn both high school and college credit MUST take the corresponding EOC;
- Students who are taking online courses through Fulton County Virtual Campus or Georgia Virtual School and wish to receive credit MUST take the corresponding EOC;
- Students who are taking additional or credit recovery courses at another accredited institution and wish to transfer the credit DO NOT take the EOC (these are not the dually-enrolled students)*;
- Students who are taking additional or credit recovery courses at a non-accredited institution and wish to transfer the credit MUST take AND pass the EOC.

A list of testing dates for this academic year along with any relevant bell schedule changes can be found in APPENDIX: B.

Senior Final Exam Exemptions

During the spring semester of their senior year only, seniors may exempt the AHS final exam (non-national, state, district assessments) in any class in which they meet the following criteria:
Option 1:
- An unweighted average of 85 or higher as of _____ and maintained through the end of the semester, AND
- No more than four (4) TOTAL absences from class (excluding field trips and school activities) – excused, pre-approved, and unexcused are all considered absences from class, AND
- Students with ISS or OSS during their senior year will not be exempt from final exams, AND,
- No more than four (4) unexcused tardies to the class.

Option 2:
- An unweighted average of 90 or higher as of _____ and maintained through the end of the semester
- No more than four (4) TOTAL unexcused absences from class, AND
- Students with ISS or OSS during their senior year will not be exempt from final exams, AND
- No more than four (4) unexcused tardies to the class.

Information and relevant forms to be signed by students, parents, and teachers will be distributed in the spring. Students are required to complete this paperwork and submit it by the deadline in order to exempt exams. Exemption is by period/class. It is possible to meet the requirements in one class but not in all classes. Seniors must attend the class until the official exam days (short days) begin.
Linguistic Profile
The total student population at AHS varies slightly between 2,000 and 2,200. The school saw 2,146 students in 2016-17 and 2,235 students in 2017-18.

The student population at AHS is diverse, with demographics approximating to:
- American Indian or Alaska Native – less than 1%
- Asian – 21%
- Black or African American – 22%
- Hispanic – 10%
- Native Hawaiian or Pacific Islander – less than 1%
- White – 56%

Additionally, AHS welcomes students representing over 36 different home countries (non including the United States).

Alpharetta High School students come from many linguistic backgrounds. Approximately 2% of students receive services through the English Language Learner department and 16% of AHS students speak the following native languages:
- Arabic
- Bulgarian
- Chinese
- Czech/Slovak
- Dutch
- Farsi/Dari/Persian
- Filipino
- French
- German
- Gujarati
- Haitian Creole
- Hebrew
- Hindi
- Italian
- Japanese
- Korean
- Portuguese
- Russian
- Spanish
- Turkish
- Urdu
- Vietnamese

Additional Polices
Language
Language Acquisition
At AHS, we believe that language is a cornerstone of learning as all students learn through language. As a result, all teachers are (fundamentally) language teachers. In addition to the development of a student’s primary language, we also recognize the benefits of acquiring additional languages as a means of both cultural understanding and tolerance. Learning a language in addition to one’s native language also provides insight into and appreciation of one’s own unique cultural-linguistic experience and can help deepen understanding of and communication with one’s native language. We believe that all students can develop proficiency in more than one language and that, because intercultural understanding can come through learning, students’ native language is a necessary element of students’ sense of personal identity and educational growth.

Principles
Opportunity
Students are required to complete units of credit in language acquisition to meet the Georgia graduation requirements as well as additional requirements for personal program(s) of study (e.g. IB Diploma Program candidates, International Diploma Seal candidates, etc.).

Language acquisition opportunities are offered based on interest of students and available staff; current courses offer opportunities to study Spanish, French, Latin, and Mandarin Chinese at on-level, Honors, and AP levels. Additional opportunities will be available to study Spanish and French as part of the IB course offerings. Additional learning supports and/or learning extensions should be
provided to students in accordance with their ability and progress to allow them to further their learning to the fullest of their potential.

The primary language of instruction and assessment for Alpharetta High School is English as well as the primary language of all student, parental, and community communications. To more fully and specifically support those students and families for whom English is a secondary language, AHS has teachers to support English Language Learner (ELL) students through the ELA and ESOL departments and a parental liaison within the counseling department to assist in communicating with families of non-English speakers. However, because all teachers are language teachers, we believe that all teachers share a responsibility to support students (both native and non-native speakers) in effectively communicating in the school’s primary language of instruction. Professional Learning Communities regularly consult to ensure consistency of expectation and collaboration in accordance with the policies found in the AHS Faculty Handbook and the Assessment polices.

**Cultural Appreciation**
Language courses are not designed to be purely linguistic acquisition, but also include elements of cultural understanding and appreciation. Additional opportunities exist for students to celebrate their Mother Tongues through involvement in clubs, associations, and community opportunities to celebrate and encourage appreciation for and continuance of Mother Tongue.

**Comprehension**
Students in language classes will learn and be assessed on their abilities to read and write, listen and respond orally to content in the language of study with the larger goal of deep understanding and application of the complexities of language and culture. Students will be taught through and assessed by different means as fitting their target language and level of study to promote growth in the language acquisition process.

**Partnerships**
At AHS, we recognize that learning does not occur in a vacuum and that successful learning requires the support and participation of students, teachers, parents, and administrators. As a school community, we endeavor to partner together to ensure that students have the maximum opportunities to be successful and to demonstrate their growth and learning.

**Students will...**
- Take responsibility for their learning by engaging with their subjects inside and outside of the classroom, by exercising personal responsibility in practicing the language of study, by fostering a posture of curiosity and cultural appreciation, and by developing respectful communication regarding their academic growth and learning
Additional Policies, continued

**Teachers will...**
- Recognize and support all students as teachers of language (both school-wide language of instruction and language acquisition, as appropriate)
- Model an attitude of respectful curiosity and interest to provoke students to inquire about the topic being studied and its place in the larger framework of study

**Parents will...**
- Support and reinforce teacher expectations of student learning to promote positive collaboration between school and home
- Engage with the learning process by communicating respectfully and positively with questions about student progress
- Help students to make informed decisions about courses to help maintain balance and overall well-being
- Participate in the learning process by communicating with students about problem solving and making wise choices
- Engage with the content being learned in class to further engage student learning beyond the school building

**Administrators and Supporting Staff will...**
- Provide support to teachers by protecting collaborative time and encouraging teacher reflection on student assessments
- Support parents and students in making effective choices about potential courses
- Provide professional development related to assessment and learning and how to support students’ language learning

**Bilingual Parent Liaison will...**
- Support communication between teachers and parents of non-native English speakers through phone calls and emails
- Interpret for counselor/parent meetings
- Work with non-English speaking students to help with comprehension of school policies and documents
- Co-facilitate formation groups for different cultural and ethnic demographics
- Coordinate translations of materials into various languages as needed by school community

**Practices**

**Communication**
Students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.
1. Interpersonal Mode: The students exchange spoken and written information in the target language, utilizing cultural references where appropriate, building to using originality and spontaneity. The students demonstrate skills necessary to sustain oral and written exchanges in the target language, including the ability to initiate, sustain, and close while applying familiar vocabulary and structures to new situations.

2. Interpretive Mode: The students demonstrate understanding of spoken and written language presented through a variety of media in the target language, working from basic proficiency (e.g. topics such as family, school, etc.) to more complex pieces (e.g. authentic materials). The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

3. Presentational Mode: The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

Culture
Students will learn about target culture products, practices and perspectives. The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.

Connections
Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts. The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

Comparisons
Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own. The students investigate similarities and differences that exist within and among the cultures studied. The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language.
Additional Policies, continued

Communities
Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment. The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

R.I.S.E.
R.I.S.E. stands for Re-teaching/Instructional Support and Enrichment. It is dedicated time made by each teacher on a weekly basis for students to receive additional support to help build to content mastery. R.I.S.E. is designed to help meet a student’s individual needs, from working with the teacher on an assignment to having the teacher redeliver content or instruction. While R.I.S.E. is available to any student who desires additional support and/or enrichment in his or her class, students with a course cumulative average of a 74 and below must attend R.I.S.E. sessions to demonstrate a legitimate effort to meet all course requirements.

Although each teacher’s syllabus will specify the times for that teacher’s weekly R.I.S.E. session(s) (e.g. before school, after school, or during lunch), each department has a specified day of the week for when those sessions will occur. This is so that if a student desires support in more than one content area, he or she can meet with both teachers in the same week. NOTE: students are not able to leave their assigned Anchor Time sections to attend a R.I.S.E. session.

Department R.I.S.E. Schedule

<table>
<thead>
<tr>
<th>School Year</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>Social Studies</td>
<td>Electives</td>
<td>Language Arts</td>
<td>Science</td>
<td>Math</td>
</tr>
<tr>
<td>2020-21</td>
<td>Science</td>
<td>Math</td>
<td>Social Studies</td>
<td>Electives</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

Recovery
FULTON COUNTY SCHOOL BOARD POLICY IHA
Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
Guidelines
Students with a course cumulative average of a 74 and below must attend RISE sessions to demonstrate a legitimate effort to meet all course requirements. After attending RISE sessions, attending class regularly, and completing all course work*, a student is eligible to request recovery on major assessments, which he or she may score up to 74%. The recovery grade will replace the previous grade but will not exceed 74%.

*All unit work must be completed in order to exhibit mastery. Any credit given will be awarded in accordance with the stated late work policy in the teacher's syllabus.

Deadlines
The recovery process must be initiated by the student within five days of the student receiving the graded assessment and the grade being posted to Home Access Center. All recovery opportunities expire ten days before the end of each semester.

Make Up
Following an absence, it is the student’s responsibility to contact his/her teachers to arrange for make-up work. The contact must be made within one school day of returning. If the teacher is absent, contact should be made upon the first day of the teacher’s return.

Students are given at least the same number of days to complete make-up work as the absence, not including the day of return. For instance, if a student is absent two consecutive days, he/she has two days (not including the day of return) to complete the assignments. The teacher will establish a reasonable schedule for completing tests, labs, etc. that cannot be done independently by the student. The policy above applies to excused absences. Students with an excused absence are eligible to make-up work for full credit. While students are allowed to make up work due to unexcused absences, the make-up work for students with unexcused absences may be penalized up to 10% of the maximum value of the graded assignment.

Assignments made prior to the absence, including tests/quizzes scheduled for the day of return, are generally due upon the student’s return. Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit. Failure to complete make-up work within the designated time frame may result in a grade reduction or loss of credit for the assignment. Assignments missed due to pre-approved absences are due upon the student’s return unless the teacher has approved other arrangements in advance.
Additional Policies, continued

Requesting Assignments for Extended Absences

If it is expected that a student will be absent three or more days (including OSS), parents should contact the teachers directly via email by visiting the AHS website. Any material that cannot be forwarded electronically from the teacher to the parent should be ready for pick-up from Mrs. Mohrig in the front office at the end of the following day.

Make-Up of Exams

Make-up work procedures do not include final exams. If an absence has been planned in advance, the student must obtain a Pre-Approved Absence form from the Attendance Office and attach a written request signed by the student's parent/legal guardian to take make-up exams.

If a student is absent on the final exam day(s) due to an illness, a doctor’s note must be provided upon the student’s return in order to obtain permission to make up the final exam(s). If a student is absent from a final exam, the teacher will calculate the final grade counting the final exam as a zero. Upon make-up of the exam, the teacher will calculate and submit a revised grade. Incompletes will not be given. No exams will be administered prior to the scheduled time. Teachers are not authorized to give early exams.

Final Exam Make-Up Policy

Students who will be absent during a Final Exam must obtain a Final Exam pre-approved absence form from the Attendance Office and attach a written request signed by the student’s parent/legal guardian to take make-up exams. Final Exam make-up days and times will be listed on the form. If the student does not follow the preapproval procedure, the student will receive a 10% deduction on their final exam grade. If a student is unexpectedly absent from a Final Exam, appropriate documentation, not a parent letter, must be on file with the school in order for the student to be eligible to make-up the exam for full credit.

If appropriate documentation is not provided, the student will only receive up to 50% on their final exam grade. Any student who is unable to make-up exams during the makeup sessions on the form will need to make arrangements directly with Ms. Decaminada, Testing Coordinator. Teachers will not be administering any make-up exams and no final exams may be taken early. If a student is absent from a final exam, the teacher will calculate the final grade counting the exam as a zero. Upon make-up of the exam, the teacher will re-calculate the grade and submit a revised grade. Incompletes will not be given.
Advanced Studies
Advanced Placement (AP)

Advanced Placement is a program of college-level courses representing language arts, mathematics, science, social studies, world languages, music, visual art and computer science which gives high school students the opportunity to receive advanced placement and/or credit in college through successful completion of an exit examination given in May. Enrollment is open to all qualified students. Compared with regular high school courses, the AP courses are more demanding, often requiring more time and more work, but students find them rewarding in preparation for college-level work. (For further information see the FAQ available on the school’s website and Counseling Offices).

All AP exams (except Studio Art and Music Theory) contain both multiple choice and free response questions that require essay writing, problem-solving and other skills. In Studio Art, students submit portfolios of their work instead of taking an examination. In Music Theory, a competency examination in music theory is given.

Per Fulton County and College Board policy, any student who does not take his or her AP exam FOR ANY EXCUSED OR UNEXCUSED REASON is responsible for the returned/ unused exam fee of $15.

The following Advanced Placement Courses (30) are offered at Alpharetta High School:

- Art History
- Macroeconomics
- Biology
- Microeconomics
- Calculus AB
- Music Theory
- Calculus BC
- Psychology
- Chemistry
- Physics 1
- Chinese
- Computer Science A
- Physics 2
- Physics C – Electricity
- Computer Science Principles
- Environmental Science
- Physics C – Mechanics
- Spanish Language
- European History
- Studio Art: 2-D Design
- French Language
- Studio Art: 3-D Design
- Government/Politics: US
- Studio Art: Drawing
- Human Geography
- Language and Composition
- Literature and Composition
- Statistics
- U.S. History
- World History

...IN ACADEMICS, ARTS, ATHLETICS, AND ALTRUISM.
The following International Baccalaureate Courses are currently offered at AHS:

**Group 1: Language A**
- IB Language and Literature HL
- IB Literature and Performance SL

**Group 2: Language B**
- IB French HL
- IB French SL
- IB French ab initio SL
- IB Spanish HL
- IB Spanish SL

**Group 3: Individuals and Societies**
- IB History of the Americas HL
- IB Environmental Systems/Societies SL

**Group 4: Sciences**
- IB Physics HL
- IB Physics SL
- IB Chemistry HL
- IB Environmental Systems/Societies SL

**Group 5: Mathematics**
- IB Mathematics SL
- IB Mathematical Studies SL

**Group 6: Arts**
- IB Visual Arts HL
- IB Visual Art SL
- IB Music HL
- IB Music SL

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**Adv. Studies, cont'd**

**International Baccalaureate (IB)**

Alpharetta High School has been offering the International Baccalaureate’s IB Diploma Programme since 2018. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

The IB Diploma Programme ensures that students are well-rounded and prepares them for higher education and the world of work. IB graduates are academically prepared for university coursework and research shows that they perform exceptionally well when compared to their non-IB peers.

In 2018, the International Baccalaureate (IB) celebrates its 50th Anniversary. Pioneering a movement of international education in 1968, the non-profit foundation now offers four high quality and challenging educational programmes to students aged 3-19 years old. Through a unique curriculum with high academic standards, we champion critical thinking and a flexibility for learning by crossing disciplinary, cultural and national boundaries. The IB currently engages with more than 1.4 million students in over 4,775 schools across 153 countries.

To find out more, please visit 50years.ibo.org.

Students interested in becoming either Diploma Programme Candidates or Course Candidates should visit the AHS WEBSITE > ABOUT > INTERNATIONAL BACCALAUREATE to find out more information, including the application process.
Talented and Gifted (TAG)
The Talented and Gifted (TAG) Program identifies gifted students based upon State Board of Education Rule 160-4-2-.38. All Fulton County students are screened for the gifted program twice a year. If a student is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability, achievement, creativity, and motivation. Students must qualify in three of the four areas of multiple criteria in order to be eligible for gifted services.

The gifted program augments classroom activities through seminars, subject-area extensions (honors, AP, and IB classes), independent studies, Gifted Directed Study, Gifted Career Internship, and advisement. At least one TAG option must be completed during each semester. Failure to meet this requirement may result in dismissal from the program. Grades are not given for seminars and subject area extensions; academic credit is earned through directed studies and internships. Students participating in the TAG program in middle school qualify for immediate placement in high school TAG. Screening is held each year at the high school level for students not previously recommended for TAG. If the parent wishes to remove a student from the TAG program, please contact the TAG Department Chair to initiate the process.

Additional information, including the county’s documentation about the TAG screening and referral process, can be found in APPENDIX: F.

The following opportunities provide students receiving TAG services with TAG credit for the semester:

Academic Opportunities
- Gifted 9th Grade Honors Lit/Comp
- Gifted 10th Grade Honors Lit/ Comp
- Gifted Honors Biology
- Gifted GSE Accelerated Geometry B/Algebra II Honors
- Gifted GSE Accelerated Pre-Calculus Honors
- All Advanced Placement Courses
- All International Baccalaurate Courses
- Gifted Career Internship
- Gifted Directed Study

Non-Academic Opportunities
- Anchor Time TAG Seminars
- Independent Studies

How does a student become eligible for TAG services?
Students are screened two times each year (once in fall and once in spring) using both objective and subjective evaluative measures.

Based on the data gathered during the screening process, the school’s Eligibility Team determines if a student is referred for additional testing.
Services for Students with Disabilities
Programs for students with disabilities are provided through the Services for Exceptional Children Department. Programs are offered for students meeting eligibility criteria in the areas of autism, learning disabled, behavior disordered, speech impaired, hearing impaired, visually impaired, physically disabled and intellectually disabled. Students with Disabilities access the Georgia Performance Standards curriculum through use of classroom accommodations, modifications or other supports based on individual learning needs as documented in the student’s Individual Education Program (IEP).

Inclusion Policy
At AHS, we believe that fostering environments of inclusivity—both in terms of access and accessibility--benefits all students and is a cornerstone of a free and public education.

Principles
**Opportunity**
Students should have the opportunity to pursue courses of study. Professional Learning Communities should regularly consult to ensure consistency of expectation and collaboration in accordance with the policies found in the AHS Faculty Handbook and AHS Assessment Policy. Students should have full access to all elements of the school curriculum and assessment policy.

**Equity**
Students should have equity of opportunity both in terms of access to courses and accessibility of course content. Students should be supported so that they can meet the learning expectations of their courses through both classroom-originated (e.g. differentiation) or support staff-originated (e.g. IEP, 504, etc.) approaches.

**Partnerships**
At AHS, we recognize that learning does not occur in a vacuum and that successful learning requires the support and participation of students, teachers, parents, administrators and support staff. We desire for all students to feel welcome and recognize that students gain knowledge and skills at different rates and through different means. We also recognize that students are lifelong learners with different education and learning needs, abilities, and goals. As a school community, we endeavor to partner together to ensure that students have the maximum opportunities to be successful and to demonstrate their growth and learning.

**Students will...**
- Take responsibility for their learning by engaging with their subjects inside and outside
of the classroom, by exercising personal responsibility in the process of learning course concepts and by developing respectful communication regarding their academic growth and learning

- Determine which optional supports are needed and make requests of teachers in advance of deadlines
- Work to identify areas of personal learning and growth where additional support might be needed and develop self-advocacy skills

**Teachers will...**

- Recognize that students are lifelong learners and that all students are unique and capable
- Support all students by understanding individualized needs and implementing necessary accommodations
- Create accessible classrooms that allow students to participate in regular or advanced programming by providing support and assistance when needed
- Develop classroom culture of inclusiveness and model an attitude of positivity and encouragement
- Be attentive to the learning needs of students and work with students to help develop confidence in self-advocating
- Follow all requirements for support and accommodation as documented in IEP or 504
- Follow all national, state, and local laws regarding special education

**Parents will...**

- Support and reinforce teacher expectations of student learning to promote positive collaboration between school and home
- Engage with the learning process by communicating respectfully and positively with questions about student progress
- Help students to make informed decisions about courses to help maintain balance and overall well-being
- Participate in the learning process by communicating with students about problem solving and making wise choices
- Engage with the content being learned in class to further engage student learning beyond the school building

**Administrators and Supporting Staff will...**

- Provide support to teachers by protecting collaborative time and encouraging teacher reflection on student assessments
- Provide instruction, training, and support to teachers in the implementation of student supports
Services for Students with Disabilities, continued

- Provide accountability for ensuring appropriate supports are being met
- Support parents and students in making effective choices about potential courses
- Provide professional development related to assessment and learning and how to support students’ language learning
- Monitor student data to determine effective accommodations and support students
- Ensure IEP and 504 plans are being reviewed annually

Practices

Collaborative Teaching

Co-teaching occurs when two or more professionals jointly deliver instruction to a group of students within a shared classroom space. Co-teaching at AHS typically follows one of the following three “primary” models:

- Parallel Teaching: The class is split into two flexible heterogeneous groups. Each adult leads a group and covers the same content using the same instructional strategies.
- Station Teaching: Center-based teaching in which each adult leads a different group. Students are doing different activities.
- Alternative Teaching: One adult leads a large group of students while the other adult leads a smaller group. The small group can pursue a variety of activities, including but not limited to, enrichment for students who are ahead, remediation for students who need re-teaching, pre-teaching for specific students.

Since collaborative teaching may vary according to lesson content and student needs, additional models might also include:

- One Teach/One Observe: One adult delivers instruction while the other adult conducts systematic observation of students to gather meaningful data.
- One Teach/One Assist: One adult delivers instruction while the other adult circulates around the room to provide assistance to individual or small groups of students.
- Team Teaching: Both adults are actively involved in teaching and play off each other during instruction.
- Complementary Teaching: One adult does something to enhance the instruction provided by the other adult (e.g., paraphrases statements, models note-taking on the active board, directs focus to technical vocabulary for the content area, demonstrates use of mnemonic devices for studying).

Accommodation

Accommodations are a legally prescribed supports put in place via an IEP or 504 meeting.
Accommodations are determined to be appropriate based on data and discussed in the context of meetings involving required school personnel. Accommodations are implemented by classroom teachers to support student learning.

Data Collection
Data will be regularly and routinely collected to monitor and support student learning. While not all collected data will be formal, the AHS Assessment Policy and School Handbooks contain more detailed descriptions of potential sources of assessment and data.

For questions regarding this policy or for more information about AHS’s services for students with disabilities, contact either Ms. Pauline Edwards (department chair), or Mrs. Sunny Wright (IST).

Other Academic Experiences
Anchor Time
Twice a week AHS will use a modified schedule that will include Anchor Time. Anchor Time helps support all Alpharetta High School students as they strive to reach their academic goals. Some students spend Anchor Time with a small class and a knowledgeable teacher who works to cultivate the needed skills to be successful in school and life. Other students who need to make up classes have the opportunity to spend this time in our virtual learning lab where they may work on online classes to guarantee timely graduation. Other students spend Anchor Time in academic focus classes where they can quietly concentrate on homework or study for upcoming tests. Moreover, there are several other options for our students during this learning time; they may visit the testing or media center. Many eligible students (no skill deficits, in good academic standing, and with parent permission) may choose to participate in enrichment classes.

Juniors and Seniors in good academic and behavioral standing, with parental permission, may opt to leave at the beginning of the Anchor Time period or stay and either work with underclassman or focus on their own academic growth. To be released from Anchor Time, an “Anchor Time Release” form must be signed by a parent or guardian and returned to the Front Office. Please note that, due to teacher responsibilities during Anchor Time, students are not able to leave their assigned Anchor Time sections to visit other teachers.

More information—including information about enrichment sections and how to sign up—can be found on the Anchor Time page of the Alpharetta High School website or by contacting Ms. Kornegay.
**Other Academic Opportunities, continued**

**Dual Enrollment/Postsecondary Options**
High school students may be eligible to attend Georgia colleges, universities and technical schools and receive simultaneous credit for college and high school. Participants must meet admission requirements for the individual institution for which they wish to enroll. Students who want to enter a Move on When Ready (MOWR)/Dual Enrollment/program should discuss their plans with a counselor.

**Career and Technical Education**
Career and Technical Education programs and courses allow students to apply mathematics, science, and communication competencies in laboratory and occupational settings that develop specific technical skills applicable in broad concentration areas. Curriculum incorporates Georgia Performance Standards (GPS) in most content areas.


**Work-Based Learning Programs**
Work-Based Learning provides students the opportunity to receive credit while working in an environment related to their career pathway. Work-based Learning (WBL) is designed to provide relevant experiences in all career areas that will assist students in making decisions concerning their future. Students enrolled in these programs are given release time from school to complete their work experience. Students receive supervision at the work site from their employers and the work program coordinator. WBL Coordinators are the key to ensuring that placements and experiences are valuable and meaningful for students. In order for the WBL program to be effective, the WBL coordinator must make regular visits to student work-sites and confer with on-the-job supervisors at regular intervals to check and evaluate students for grading purposes. Students must provide their own transportation to the internship site.

Credit earned for enrollment in work-based learning may count toward graduation as part of the student’s cluster or pathway. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. There are several opportunities for students to participate in work-based learning. These opportunities include Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences. Many students also participate in leadership training through the Future Business Leaders of America, which serves the needs of students interested in a business career.
Virtual School/Online Programs
Students may complete additional courses through Fulton Virtual School (FVS), Georgia Virtual School (GAVS) or other approved online/virtual learning programs. AHS also has virtual learning labs, 4206 and 4210, where students can work on online courses. It is imperative that students remain on track and are making daily progress in their assigned courses. If students determine they would like to take a Virtual Online Class off campus during the normal school day, students remain on track at all times. If the student has a 69% or below in his/her online course at the conclusion of the 6 week marking period and 12 week marking period, the student will be asked to return to the virtual lab for the remainder of the following marking period. (Example: If a student has a 60% at the end of the 6 week marking period, the student will be asked to return to the virtual lab until the beginning of the 12 week marking period.)

Fulton Virtual School (FVS): fulton.geniussis.com
Georgia Virtual School (GAVS): www.gavirtualschool.org

A student may choose to take any course with GAVS or FVS and schedule it during their school day at no charge to the family. Courses that are taken with GAVS or FVS that are in addition to a full course load at the local school do incur a fee from their respective institutions. See Senate Bill 289 for more information.

Summer School/Night School
Summer school provides an opportunity for students who need to make up work for courses not passed or to take selected courses for the first time. Alpharetta High School offerings for Night School TBD depending on student course requests.

Edgenuity
This is an academic credit recovery option for students to earn credits, in order to complete graduation requirements during the school day in the virtual lab.

Blended Learning
Blended Learning is a recent shift in education models that seeks to “blend” students’ learning across multiple mediums and spaces. In a Blended Learning model, students learn:
- at least in part through online learning, with some element of student control over time, place, path, and/or pace
- at least in part in a supervised brick-and-mortar location away from home
- the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience
Other Academic Opportunities, continued

Field Trips

**FULTON COUNTY DISTRICT POLICY IFCB: FIELD TRIPS**

School-sponsored field trips (“field trips”) are those trips during instructional time that directly relate to a school course or field of study, or trips during instructional time by school teams or clubs that have qualified for state, regional or national competitions or performances. All field trips should be carefully planned to ensure beneficial learning experiences and adequate supervision of students. Approval of the school principal and others, as specified in administrative procedure is required for any field trip. Additionally, prior approval by the Superintendent or designee is required for all school-sponsored international field trips for students. The local school may set and enforce academic and/or behavior criteria for student participation in field trips. Each student is required to secure parent permission on a form supplied by the school before participating in a field trip. Under the direction of the Superintendent, appropriate staff members shall develop and maintain the administrative procedures necessary to implement this policy.

**Policy**

Field Trips are an extension of classroom and/or student organization activities; therefore, all policies and procedures of the Fulton County School System and Alpharetta High School are in effect during field trips. Prior to participating in a field trip, students must return the parental consent and teacher sign-off form to the sponsoring teacher prior to the stated deadline. Eligibility for participation in field trips is based on academic progress, attendance and discipline for each class to be missed. *Eligibility exceptions will be considered for events such as music festivals, FBLA competitions, or Debate meets when activities are deemed as required major functions of the curriculum.*

**Academic Honors**

**Honor Roll**

Students earning a cumulative average of 90 or higher for any one semester are named to the Honor Roll. Students who earn this honor are recognized by the AHS PTSA with an Honor Roll Recognition Gathering during a lunch period in the plaza.

**Honors Week**

During this week, teachers select one or two students per class and either honor them publicly or privately. Students are given certificates and receive a treat at lunch by showing this certificate. Teachers also email each student’s parents and notify them of the honor. Honors Night is held each spring to recognize students for outstanding academic achievement; featured awards include the annual Junior Book Awards sponsored by many undergraduate colleges and universities.
The Georgia Certificate of Merit
The University of Georgia awards the Georgia Certificate of Merit in recognition of outstanding scholastic achievement throughout the first three years of high school. Recipients of the award must rank in the top five percent of the current junior class. Students who earn this honor are recognized at Honors Night in the spring.

Honor Graduates
AHS recognizes graduates who have achieved a cumulative average of 88 or above. AHS further recognizes honor graduates with a 96 cumulative average as Magna Cum Laude. Rounding up is not used in computing the average (i.e. a student with an 87.95 would not qualify). The honor graduate list is established at the end of the first semester of the senior year.

STAR Student
The senior having the highest SAT score of all graduates. Scores received for any one SAT taken prior to the specified test date of the senior year will be considered. The Star Student selects an outstanding teacher to receive the STAR teacher award.

Atlanta Journal Constitution (AJC) and Faculty Cups
The most coveted award, the AJC Cup is presented at graduation to the student selected by the entire faculty as the best all-around member of the senior class. Sponsored by the Atlanta Journal-Constitution, recipients are featured in this publication. The Faculty Cup is awarded to the graduate who consistently demonstrates Respect, Integrity, Citizenship, and Hard Work as chosen by AHS Faculty and Staff.

Valedictorian/Salutatorian
These titles are bestowed upon the students who are academically ranked, at the start of the Spring Semester, as the number one and number two students. In the event of a tie, more than one student will be named. To be eligible, a senior must have been an enrolled member of the high school during the five consecutive semesters prior to the graduation date (fall semester sophomore year thru fall semester senior year) and must be a four year graduate.

Georgia Governor’s Honors Program
The Georgia Governor’s Honors Program is a six-week summer instructional program designed to provide intellectually challenging and enriching educational opportunities. It is recognized nationally as being one of the best of the summer high school enrichment programs. Each year, thousands of sophomores and juniors from Georgia are nominated by their teachers and subsequently go through an application and interview process on the local level, and for those fortunate enough, again on the state level.
Athletics Mission

As Raider Nation, we develop a culture of excellence, maintaining integrity, commitment and positive relationships to build leaders and champions in life.
...in academics, arts, athletics, and altruism.
AHS Fight Song
Here we go, Raiders!
Let’s go, Raiders!
Marching on to victory.
We will pillage! We will plunder!
Our stomping feet will sound of thunder!

Let’s make the first attack.
Knock ‘em, Block ‘em,
Yeah, you’ve got ‘em!
Raiders are on their way!

Lyrics by Jeff Goldblum, Sarah Ferguson, and Piyasa Paul, Class of 2008

R.I.C.H. Raider Anthem
Hey R.I.C.H. Raiders
Hey R.I.C.H. Raiders
Fight for Victory
Mighty Raiders take the field
We will never yield
Go Fight Win!

Hey R.I.C.H. Raiders
Hey R.I.C.H. Raiders
To thy school be true
Strong in battle, ever faithful
We will see you through
Who are you going to beat?
There is no defeat
RAIDERS, RAIDERS, AHS!!!

Raider Athletics
Teams representing all Georgia High School Association (GHSA) sanctioned sports are available at the varsity and sub-varsity levels, including football, baseball, basketball, volleyball, lacrosse, cheerleading, soccer, track, softball, cross country, golf, gymnastics, tennis, wrestling, and swimming. In addition, Debate and Literary Competitions are offered under the auspices of GHSA. Participants must meet academic eligibility requirements.

For information about individual sports, contact the head coach or visit the Alpharetta Athletics website: alpharettaathletics.com. For other information, contact our Athletic Director, Mr. Dustin Rennspies

Mascot and Colors
We are the Alpharetta Raiders and proudly display the school colors of black and silver with the accent color of cardinal. Our mascot is the Rowdy Raider.
Athletic Director
Dustin Rennspies
Assistant Athletic Director
Shane Kearney
Athletic Administrative Assistant
Michelle Waliaga

Teams and Coaches

Fall Sports
Comp. Cheerleading TBD
Cross-Country, VB Patrick Allen
Cross-Country, VG Holly Baron
Football Jacob Nichols
Football Cheerleading Katherine Arnold
Bree Nieves
E.J. Francis
Marshall King

Winter Sports
Basketball, VB Clay Crump
Basketball, VG Rickey Jordan
Sideline Cheerleading Donna London
Amy Longstreth
Shane Kearney
Jim Brown

Spring Sports
Baseball Marc Lassiat
Golf, VB Kenya Lacy
Golf, VG Pam Kelly
Gymnastics Pam Kelly
Lacrosse, VB Zach Zanoni
Lacrosse, VG Karen Allen
Soccer, VB Alejandro Romero
Soccer, VG Heather Turner
Tennis, VB Marshall King
Tennis, VG Amy Landi
Track and Field TBD
Raider Athletics, continued

Eligibility: Competitive Interscholastic Activities

Students participating in competitive interscholastic activities must pass five (5) out of six (6) classes during the previous semester. These subjects must carry credit towards graduation or grade promotion. Summer school is an extension of the second semester and will count towards eligibility for the first semester of the following school year. Students not meeting this requirement are not eligible for interscholastic competition until they complete this requirement at the end of a subsequent semester and are on-track for graduation.

All students must have a physical exam on file before tryouts or athletic practice begins. Athletes must provide a waiver stating that they have appropriate insurance coverage or purchase school insurance. All eligibility requirements established by GHSA must be met and maintained.

Special Note from the Georgia High School Athletic Association

In order to participate in high school sports...

1.53 Students must accumulate Carnegie units towards graduation according to the following criteria:

- First-year students (entering 9th grade) are eligible academically. Second semester first-year students must have passed courses carrying at least 2.5 Carnegie units the previous semester in order to participate.
- Second-year students must have accumulated five (5) total Carnegie units in the first year, AND passed courses carrying at least 2.5 Carnegie units in the previous semester.
- Third-year students must have accumulated eleven (11) Carnegie units in the first and second years, AND passed courses carrying at least 2.5 Carnegie units in the previous semester.
- Fourth-year students must have accumulated seventeen (17) Carnegie units in the first three years, AND passed courses carrying at least 2.5 Carnegie units in the previous semester.

Fifth-year students are not eligible to participate in competitive events. They may participate in other activities provided they meet eligibility requirements.

All athletes must obey training rules at all times, especially the INTERSCHOLASTIC COMPETITION DRUG/ALCOHOL/TOBACCO POLICY concerning the non-use of alcohol, tobacco, and controlled substances, and consequence for violations of the policy. Athletes are expected to obey all local, state, and federal laws.

New Student Athletic Eligibility

All students who participate in athletics at Alpharetta High School are required to be deemed eligible by the Georgia High School Association. Eligibility is based on graduation track, credits earned during the previous semester and residency. Please note that academic eligibility is required
for all athletes regardless of their team placement. Students who are deemed ineligible by GHSA but maintain residency in the AHS service area and are academically eligible may still participate on 9th grade and JV teams.

**Credits Required by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
<td>10th</td>
<td>5</td>
</tr>
<tr>
<td>11th</td>
<td>11</td>
</tr>
<tr>
<td>12th</td>
<td>17</td>
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</tbody>
</table>

*all students must have earned a minimum of 2.5 credits during their previous semester*

All students new to Alpharetta that wish to participate in athletics should make an appointment with Mr. Dustin Rennspies, athletic director, to begin the eligibility process. Please email Coach Rennspies at: rennspiesd@fultonschools.org to set up your appointment. This process is time-sensitive for fall athletes and should be started immediately. General eligibility is maintained by the individual coach of each sport. Students are allowed four consecutive years of athletic eligibility through the GHSA which is based on graduation track and total credits earned.

**Required Documentation**

- copy of official transcript (10-12th graders)
- proof of a bona-fide move into the Alpharetta HS Service Area (canceled utility bill with previous address and a bill with new address)
- in the event of a hardship, please provide documentation supporting the hardship

For more information about GHSA Eligibility please visit: [www.ghsa.net](http://www.ghsa.net)
...in academics, arts, athletics, and altruism.
The AHS band program has 220 members, which means it serves more than 1 out of every 10 students at AHS. Highlighted performances include annual appearances of the Marching Band at the Georgia Music Educators Large Group Performance Evaluation; local marching band exhibitions and competitions, and in February 2012 was one of only 2 bands selected as a Georgia Band of Distinction by Georgia State University. In the spring of 2012, our Wind Ensemble and Symphonic Band performed at the 2012 Festival Disney Concert Band Festival in Orlando, FL. The Wind Ensemble finished with the second highest score of the entire event. In December 2012 our Symphony winds performed at the 66th annual Midwest Clinic in Chicago. In February 2013 our Wind Ensemble performed at the University of Alabama's annual Alabama Honor Band Festival. And in November 2013 our Marching Raiders performed in the Magnificent Mile Festival of Lights Parade in downtown Chicago.

The nationally recognized Alpharetta High School orchestra program has swelled to accommodate four orchestras and has around two hundred members. Dedicated to instructing students in the musical arts, as well as inspiring them to become active members in the community, the Alpharetta High School Orchestras strive for excellence in music education at the high school level. The orchestra has played in Orlando, Chicago, and New York City’s Carnegie Hall and consistently earns superior ratings while playing at the highest level of difficulty at the Fulton County Large Group Performance Evaluations.
The Alpharetta High School Chorus program offers four different opportunities for learners. The most advanced groups, Chorale and The Select Women’s Ensemble, earn straight Superior ratings in performance and sight-reading at GMEA Large Group Performance Evaluation each year. Members of these groups regularly participate in the Georgia All-State Chorus, the All-State Reading Chorus, state, regional, and national ACDA Honor Choruses and the Georgia Governors Honors Program. AHS Chorale selected to perform at the Georgia Governor's Mansion, December 2013. In addition, a contemporary a cappella ensemble was created in the Fall of 2012, and meets twice a week after-school. It averages between 16-20 auditioned members, and has expanded from an all-female ensemble to a mixed group. The ensemble performs familiar pop/rock literature, all without accompaniment. They perform at various school events throughout the year and at all Chorus concerts. The music department also offers classes in keyboarding, guitar, music theory, music appreciation, and ethnic music. AHS Orchestra and Chorus selected to perform during the 70th Commemoration Service for D-Day in Normandy, France. Students also toured and performed in Austria, France and Germany in June 2014.

Our visual arts department is equally strong. Over 800 classroom seats were allotted to visual arts classes for the 2014-15 school year, with AP Art History becoming a highly sought course, growing to require four teachers to meet the demands of student interest.

In the area of video arts, AHS had the highest number of Outstanding Achievement awards in the State of Georgia Media Festival held in 2014 – with 12 winning projects overall. Students created a video that garnered over 20,000 hits via YouTube, won 1st and 3rd place in Road to Safety (students won over $1,400.00 in prize money), won Fulton County Media Festival with 2 entries, won State Media Festival with 2 entries, won 1st and 2nd place in state Banking Video, won 2nd place in AT&T Safety Video "It Can Wait,” won 1st place in National...
Arts at AHS, continued

Academy of Television Arts and Sciences (NATAS) for Best News Cast, Best Onscreen Talent, and Best Commercial for our "Chorus Commercial", Best Writing for the "Edit Bay," and won Honorable Mention for Talent and News Programming by National Academy of Television Arts and Sciences (NATAS). Our broadcast video program established an internship program with Alpharetta Public Safety and successfully placed 13 seniors in film, media, and video programs in nationally recognized Colleges and Universities.

Fine Arts Conduct

The Fine Arts Building is filled with amazing music, artwork, and performances. Students are asked to be respectful of the artwork, equipment, and facilities. To ensure the safety of our students and the cleanliness of our building, it is closed during lunches and immediately after school unless there is a scheduled event.

Whether attending class, enjoying a performance, or just passing through to see some amazing artwork, all students in the Fine Arts Building are expected to uphold the R.I.C.H. Raider standards. Please be respectful of the facility and artwork—whether on display or being performed. Fine Arts students, in particular, are asked to represent AHS well by being productive participants in their classes or groups.

More information about appropriate student behavior can be found in the STUDENT CONDUCT section.

For performance schedules and other information, visit...

Alpharetta Theatre
alphatheatre.com

Alpharetta Orchestra
www.alpharettaorchestra.org

AHS Chorus
ahschorus.weebly.com

AHS Raider Band
www.alpharettaband.org
Altruism

...in academics, arts, athletics, and altruism.
Raider Nation
Altruism is a central tenant of what it means to be part of the AHS “Raider Nation” community, and one of the ways that R.I.C.H. Raiders demonstrate their Citizenship. From the seemingly small, everyday service of assisting another student in the hallways or cleaning up a lunch room table all the way to participation in one of the service organizations or events contributes to the more than 20,000 hours of service AHS students log with GivingPoint each year—our students have long endeavored to leave their school and community even better than the one they first stepped into as freshmen.

Student Clubs and Organizations
By participating in a school activity, students play an important role in establishing traditions and events that will benefit our community for many years. Alpharetta’s academic, social, service, and performing organizations coupled with a full sports program will offer something for everyone. Furthermore, students who get involved in school activities realize greater academic success than those who are not involved.

The many organizations listed on the school’s website provide students with an opportunity to personally fulfill our motto, “Creating Opportunities for Excellence in Academics, Athletics, Arts, and Altruism.” Membership announcements are made and posters go up throughout the year about these groups. Additional information, including a complete list of clubs and student organizations that meet at AHS, can be found on the school website under the “Extracurricular” tab. If students are interested in forming a club, information can be found here or through contacting Mr. Rennspies.

Community Support
Parent-Teacher-Student-Association (PTSA)
Alpharetta High School is fortunate to have an outstanding unit of the National PTA to provide support for our school programs and student activities. PTSA funds provide expanded technological resources, educational enhancements, funding for substance abuse programs, and projects for the school.

PTSA highlights include sponsoring Information Nights, guest speakers, Honors Night, and Red Ribbon Week. Activities are open to all parents; dates for specific events are listed on the AHS PTSA website at www.ahsptsa.org. Parents are encouraged to sign up for the AHS E-Mail News (ENN).

School Governance Council (SGC)
The purpose of the School Governance Council is to provide parents, school staff, and community
members with a leadership role in the management of the school. The School Governance Council is a governing body that is representative of the community and the school, but operates under the control and management of the Board of Education. The Council is responsible for making decisions regarding the strategic direction of the school including:

- Approve the school strategic plan and updates
- Approve the annual budget and annual resource allocations
- Interface with the schools’ Title I Committee
- Manage the Request for Flexibility process
- Participate in hiring the principal (in the case of a vacancy)
- Provide annual feedback on principal performance.

More information about the School Governance Council and current members can be found on the SGC page of the school website.

**Business Partners**
As a school, we partner with a number of organizations to support our work and join us in engaging with our Mission and Vision. These Business Partners are a much appreciated part of the AHS community. We encourage all members of Raider Nation to support these businesses and organizations as they help to support the work of Alpharetta High School. A list of current Business Partners as well as information on how to become an officially recognized Business Partner can be found on the school website.

**AHS Foundation**
The AHS Foundation seeks to create a collegial and career rich environment by impacting and enhancing each primary facet of school life. This not-for-profit 501 (c) 3 fundraising body seeks to proactively make each student’s and educator’s experience with our school engaging, relevant, empowering, challenging and, ultimately, life-changing.

Through the support of this effort, the AHS Foundation believes the efforts will benefit the overall Alpharetta Community. For more information, visit the Foundation website.

**Booster Clubs**
The Athletic and Fine Arts Associations exist to provide support to our athletic and performing arts organizations. Each year, our parent groups provide much needed equipment, transportation, uniforms, awards, and other services that supplement the resources of the school system. Parents of students involved in school activities are highly encouraged to participate in the appropriate booster organizations.
Fundraising

Student Activity Funds
All must follow FCBOE policies and procedures for handling school funds. This information is available from the bookkeeping office or the club sponsor.

Parent Organizations
Please check with the school bookkeeper, your sponsor, director, coach, or bookkeeper for your organization before collecting funds or purchasing items so that proper policies and procedures are followed. The principal must be informed through the school bookkeeper if your organization is interested in opening an individual checking Booster/Parent Organization account. Copies of your organization’s budget may be requested periodically for review by the principal. General policies and procedures are on the Fulton County website.
...in academics, arts, athletics, and altruism.
### Shannon N. Kersey, Principal
- Supervision, Discipline & Academic Support of Students with Last Names R – SE (w/ Flandecia Richards-Boyles)
- School Vision & Leadership
- Leadership Development
- Strategic Planning & School Improvement Planning
- Cabinet and Instructional Leadership Team Leadership
- Budget and Financial Responsibility
- CCRPI Oversight
- Parent Teacher Student Association (PTSA)
- School Governance Council (SGC)
- AHS Foundation
- Public Information & Public Relations
- Contracts and Vendors
- ESS & SAP Time & Leave Request Manager
- Counseling Services Monitoring & Support
- Dual Enrollment Liaison and Leadership (w/Clair)
- Transcription Training, Monitoring & Support (w/Clair)
- Enrollment & Withdrawal Monitoring & Support
- New Student Registration Monitoring & Support
- Teacher Keys, Leader Keys and PKES Evaluation Coordinator
- TKES Evaluation Leadership & Scheduling

**Instructional Leadership, Syllabi, Gradebook & PLC Monitoring, Data Analysis, Hiring, Supervision and Evaluation Responsibility for:** Assistant Principals, Athletic Director, Administrative Assistants, IB Coordinator, Instructional Support Teacher (IST), Graduation Coach, Department Chairs, Counselors, Tech Specialist, Bookkeeper, Principal’s Assistant (PAIII), Athletic Business Manager, Attendance Clerk, Front Office Professional Assistant, Registrar, Records Clerk, Bilingual Parent Liaison, School Resource Officers, Cafeteria Manager

### Errol Dice, Assistant Principal
- Supervision, Discipline & Academic Support of students with last names SF – Z (w/Karen Bolt)
- Professional Development Coordination and Leadership (w/PL Facilitator - Ginny Brown & w/Thomas Van Soelen)
- Cabinet & ILT Scheduling, Facilitation & Minutes
- Planbook Leadership and Liaison
- Virtual Learning Labs Administrator (w/Andrew Bolin & Allie Kornegay)
- Safety, Security & Emergency Preparedness Plans Primary Support (w/ Mike Scheifflee)
- Office of Student Discipline Contact
- Honor Code Expectations and Monitoring
- Detention and ISS Coordinator
- After School Detention Coordinator
- Positive Behavioral Interventions & Supports
  - (w/Andoul Bolin)
- Work Based Learning (w/Bianca Rush & Carolyn Vezau)
- Partners in Education Facilitator/Business Partners (w/Bianca Rush & Pam Kelly)
- CASE Coordinator (SAP)/Substitute Coordinator & Non-Hi-Q Letters for Subs (w/Nan Bodeep)
- Manage Professional Leave and Substitute Spreadsheet (w/Nan Bodeep)
- Student Lockers Coordinator
- Advanced Placement Testing Primary Support (w/Sharolyn Ketchup)
- Sophomore Parent Night Administrative Liaison

**Instructional Leadership (CAP), Syllabi, Gradebook & PLC Monitoring, Data Analysis, Hiring, Supervision and Evaluation Responsibility for:** Social Studies, IRR Social Studies, CTAE, CTIs & CTI Paraprofessionals, Health & P.E., ESOL, ESOL Paraprofessional, Virtual Lab Paraprofessional, ISS Paraprofessional, Clerical (Suite 1220)

### Clair Greenaway, Assistant Principal
- Supervision, Discipline & Academic Support of Students with Last Names HAS – L (w/Amy Longstreth)
- Student Information Coordinator (SIC)
- Master Schedule Construction
- Infinite Campus Implementation Leadership, Monitoring and Support
- Grade Reporting Monitoring and Support
- Grade Change Process Coordinator
- Accreditation Reports, State & Federal Reports (FTE)
- ~ TAG FTE w/Frank Fortunato
- ~ Remedial FTE w/Allie Kornegay
- ~ Special Education FTE w/ Sunny Wright & Tina Johnson
- Course Catalogue Coordinator
- Transcription Training, Monitoring & Support (w/Shannon)
- Dual Enrollment Liaison and Leadership (w/Shannon)
- Middle School Transition Coordinator (w/Counselors)
- Rising Freshman Transition Coordinator (spring)
- Freshman Transition Night Coordinator (spring) & Freshman Parent Night Administrative Liaison (fall)
- Bell Schedules (w/Dustin Rennspies)
- Foreign Exchange Liaison
- Student Teachers Coordinator and Liaison
- Member of AP Testing Team

**Instructional Leadership (CAP), Syllabi, Gradebook & PLC Monitoring, Data Analysis, Hiring, Supervision and Evaluation Responsibility for:** Math, IRR Math, CBI, Special Education Paraprofessionals

### Tina Johnson, Assistant Principal
- Supervision, Discipline & Academic Support of Students with Last Names M - Q (w/ Jay Mercer)
- Leadership of Services for Exceptional Children
- Special Education Scheduling & Anchor Time Scheduling (IRR & CBI)
- Special Education Compliance (w/Sunny Wright)
- Georgia Alternative Assessments Oversight (w/Sunny Wright)
- RISE/Recovery Policy Expectations and Monitoring
- Professional Qualifications & In-Field Teaching Coordinator, Non-Hi Q letters for all faculty
- IST and Psychologist Liaison and Support
- CCRPI Data Support (w/Whitney Decaminada)
- Paraprofessional Staff Development Coordinator
- Member of EOC Testing Team
- Junior Parent Night Administrative Liaison

**Instructional Leadership (CAP), Syllabi, Gradebook & PLC Monitoring, Data Analysis, Hiring, Supervision and Evaluation Responsibility for:** Science, IRR Science, World Language, Data Clerks
Mike Scheifflee, Assistant Principal
- Supervision, Discipline & Academic Support of students with Last Names COI – HAR (w/ Jay Wiley)
- School Governance Council Assistant Principal
- SGC Off Campus Privilege & Student Monitoring System Implementation Oversight
- Device Distribution & Collection Leadership (w/Pam Kelly & Frank Fortunato)
- Information Day Coordination
- Safety, Security & Emergency Preparedness Plans Coordinator (w/Errol Dice)
- Campus Supervision Coordinator
- Morning & Lunch Supervision Coordination
- Building Security, Keys and Codes
- District Maintenance and Facilities Contact
- Facilities Maintenance & Work Orders (w/Jimmy Marshall and Michelle Waliaga)
- New Teacher Induction (w/ Kim Green & Penni Johnson)
- Athletic Director Mentorship
- Member of AP Testing Team

Sharolyn Ketchup, Administrative Assistant
- Supervision, Discipline & Academic Support of students with Last Names A - COH (w/ Dee Webb)
- Communications Coordinator (AHS Newsletter and ENN, Website, Media w/Pam Kelly)
- College Board Liaison & Advanced Placement (AP) Program Coordinator
- Governor’s Honors Coordination
- SGC Off Campus Privilege & Student Monitoring System Implementation Support (w/Mike Scheifflee)
- Advanced Placement Testing Coordinator (w/ Jay Mercer and Amy Longstreth)
- PSAT Testing Coordinator (w/ Flandecia Boyles)
- Off Campus Privilege Leadership & Monitoring
- Anchor Time Coordination (w/Allie Kornegay & Frank Fortunato)
- At-Risk Program Leadership – Anchor Time and Gwinnett Tech Dual Enrollment
- Rti Universal Screener Assessment Coordinator (w/Allie Kornegay)
- Transportation Contact & Bus Duty Coordination
- Textbook Coordinator Liaison (w/Marshall King)
- Primary Discipline Back-up support for Dr. Kersey & APs
- TKES Walkthroughs – Fine Arts & ELA Teachers

Allie Kornegay, Administrator
- Graduation Coach Responsibilities
- CCRPI Graduation Clean-Up & Withdrawal Coordinator (w/ Whitney Decaminada & Registrar)
- SST/RtI Coordinator
- 504 Chair for students with last names COI - HAR
- PTSA Senior Events Liaison & Senior Parent Night Administrative Liaison
- Graduation Ceremony Coordinator (w/Frank Fortunato & Flandecia Boyles)
- CCRPI Graduation Clean-Up & Withdrawals Leadership (w/Whitney Decaminada)
- Social Worker Liaison and Support
- Attendance Monitoring Coordinator (w/Social Worker and Attendance Clerk)
- Infinite Campus Gradebook Leadership, Training & Support (w/Penni Johnson, Andrew Bolin & Kurt Davies)
- Cafeteria Manager Liaison and Support
- Vending Machines Management and Support
- Anchor Time Coordinator and Tier 2 & 3 Anchor Time Scheduling (w/ Sharolyn Ketchup, Frank Fortunato & Whitney Decaminada)
- SGC Off Campus Privilege & Student Monitoring System Implementation Primary Support (w/Mike Scheifflee)
- Late Start Wednesdays Coordination & Support
- Virtual Learning Lab Support (w/Errol Dice & Andrew Bolin)
- Remedial Scheduling, Remedial Testing (w/Whitney Decaminada) & Remedial FTE (w/Clair Greenaway)
- Extended Learning Coordinator (Night & Summer w/Andrew Bolin & Sharolyn Ketchup)
- Member of EOC Testing Team

Dustin Rennspies, Athletic Director
- Athletic Program Budgeting (w/Dr. Kersey)
- Athletic Facilities Oversight & Maintenance including entering work orders (w/Michelle Waliaga)
- Athletics Branding Leadership and Compliance
- Athletics Fields – Scheduling Usage & Maintenance
- Athletic Awards Coordinator – Students & Coaches
- Student Athletic Eligibility Management & Monitoring
- Master Calendar & Special Events Coordinator
- Facility Use, Facility Rentals & School Dude Oversight
- Outdoor and Indoor Signage Maintenance
- Grounds Contract Oversight
- Campus Beautification Leadership including “Adopt-A-Spot” program
- School Clubs & Activities Supervision Scheduling
- Booster Clubs Liaison – Training and Compliance
- Activity Bases (AHS)
- Fleet Bus Approval (District)
- Field Trip Review & Approvals
- AHS Clubs & Activities Director - Student Clubs and Organizations - Approvals, Training & Monitoring
- AHS Athletics Junior Program Liaison
- AHS Foundation Liaison
- Bell Schedules & Bells (w/Michelle Waliaga)
- Student & Staff Parking Coordinator and Compliance Monitoring (w/ Michelle Waliaga)
- 504 Chair for students with last names SF - Z
- Member of EOC Testing Team
- Special Education Administrative Support
- Student Council Administrative Liaison & Pep Rally Support (w/ Andrew Bolin)
Hiring, Supervision, and Evaluation Responsibility for: Coaching Assignments, Assistant Athletic Directors & Athletic Trainers
### Appendix: A, continued

**Frank Fortunato, Administrative Assistant**  
- International Baccalaureate (IB) Coordinator  
- IB Extended Essay Implementation (w/Kim Green)  
- IB Creativity, Activity, Service (CAS) Implementation (w/ Deanna Velazquez)  
- IB Testing Coordinator  
- PSAT Primary Support (w/ Sharolyn Ketchup)  
- Advanced Placement Testing Support (w/Sharolyn Ketchup)  
- Curriculum Night Coordinator  
- Special Programs Night Coordinator  
- SGC Teacher for a Day Program Coordinator (w/Caryonl Ketchup)  
- Device Distribution Support (w/ Mike Scheifflee & Pam Kelly)  
- Student Handbook & Teacher Handbook Management  
- Anchor Time Support (w/Sharolyn Ketchup & Allie Kornegay)  
- Teacher of the Year/Professional of the Year Coordinator  
- Graduation Ceremony Support (w/Allie Kornegay)  
- Student Community Service Graduation Cord  
- TAG Directed Study, Internships & Testing  
- Member of AP Testing Team  
- Administrative liaison for Website and Outlook – Monitor updates to personnel, dates, activities  
- TKES Walkthroughs – TAG & IB Teachers

**Whitney Decaminada, Administrative Assistant**  
- AHS Testing Coordinator & Data Specialist  
  *Georgia Milestones EOC (w/ Jay Wiley & Dee Webb)  
  *Georgia Alternative Assessments (w/IST & Tina Johnson)  
  *FCS Universal Screener (w/Sharolyn Ketchup)  
  *CTAE Pathway Assessments (w/Errol Dice & CTIs)  
  *Remedial Testing (w/Allie Kornegay)  
  *World Language Diagnostic Testing (w/Katherine Rozei)  
- CCRPI Data Coordinator  
- CCRPI Graduation Clean-Up & Withdrawal Support (w/ Allie Kornegay)  
- Grade Reporting & Data Reporting for Teachers  
- 504 Training, Coordination, Leadership & Compliance  
- 504 Chair for students with last names R - SE  
- Final Exam & Make-up Exam Coordinator  
- Final Exam Exemption Coordinator  
- SSD Coordinator  
- Graduation Ceremony Support (w/Allie Kornegay)  
- Link Crew Leadership & Administrative Liaison  
- Late Start Wednesdays Primary Support (w/Allie Kornegay)  
- Home Coming Dance & Prom Coordination (w/Andrew Bolin)  
- School Spirit and Positive School Climate Leader  
- TKES Walkthroughs – Math Teachers
### REGULAR SCHEDULE

**Warning Bells at 8:15 am and 8:19 am**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td>FIRST</td>
<td>8:20 am – 9:25 am</td>
<td>Pledge, Moment of Silence, Announcements</td>
</tr>
<tr>
<td>SECOND</td>
<td>9:30 am – 10:28 am</td>
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<tr>
<td>THIRD</td>
<td>10:33 am – 11:31 am</td>
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<tr>
<td>FOURTH</td>
<td>11:36 am – 1:24 pm</td>
<td>Language Arts, Social Studies, World</td>
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<td>Lang, P.E./Health</td>
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<td></td>
<td></td>
<td>Math, Science, Career Tech,</td>
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<td></td>
<td></td>
<td>Fine Arts</td>
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<tr>
<td>FIFTH</td>
<td>1:29 pm – 2:27 pm</td>
<td>Afternoon Announcements</td>
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<tr>
<td>SIXTH</td>
<td>2:32 pm – 3:30 pm</td>
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58 Minute Classes/ 45 Minute Lunch Periods/ 5 Minutes between classes

### “ANCHOR TIME” SCHEDULE (Tuesdays and Thursdays)

**Warning Bells at 8:15 am and 8:19 am**

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<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST</td>
<td>8:20 am – 9:10 am</td>
<td>Pledge, Moment of Silence, Announcements</td>
</tr>
<tr>
<td>SECOND</td>
<td>9:15 am – 10:05 am</td>
<td></td>
</tr>
<tr>
<td>THIRD</td>
<td>10:10 am – 11:00 am</td>
<td></td>
</tr>
<tr>
<td>FOURTH</td>
<td>11:05 am – 1:40 pm</td>
<td>Language Arts, Social Studies, World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lang, P.E./Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math, Science, Career Tech,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>ANCHOR</td>
<td>12:00 pm – 12:45 pm</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
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<td></td>
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<tr>
<td>4B CLASS/LUNCH</td>
<td>class 11:05–11:55</td>
<td>Math, Science, Career Tech,</td>
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<td>Fine Arts</td>
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<tr>
<td>FIFTH</td>
<td>1:45 pm – 2:35 pm</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td>SIXTH</td>
<td>2:40 pm – 3:30 pm</td>
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</table>

50 Minute Classes/ 50 Minute Lunch Periods/45 Minute “Anchor” Period/ 5 Minutes between classes

### 5-Minute ADVISEMENT AFTER 3rd PERIOD

**ON AN “ANCHOR TIME” SCHEDULE**

**Warning Bells at 8:15 am and 8:19 am**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST</td>
<td>8:20 am – 9:08 am</td>
<td>Pledge, Moment of Silence, Announcements</td>
</tr>
<tr>
<td>SECOND</td>
<td>9:13 am – 10:01 am</td>
<td></td>
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<tr>
<td>THIRD</td>
<td>10:06 am – 10:54 am</td>
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<tr>
<td>ADVISEMENT</td>
<td>10:59 am – 11:04 am</td>
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<tr>
<td>FOURTH</td>
<td>11:10 am – 1:44 pm</td>
<td>Language Arts, Social Studies, World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lang, P.E./Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math, Science, Career Tech,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>ANCHOR</td>
<td>12:05 pm – 12:50 pm</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B CLASS/LUNCH</td>
<td>class 11:10–11:58</td>
<td>Math, Science, Career Tech,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>FIFTH</td>
<td>1:49 pm – 2:37 pm</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td>SIXTH</td>
<td>2:42 pm – 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

48 Minute Classes/ 48 Minute Lunch Periods/45 Minute “Anchor” Period/ 5 Minutes between classes
### Appendix: B, continued

#### 15-MINUTE ADVISEMENT BEFORE 1st PERIOD

**Warning Bells at 8:15 am and 8:19 am**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisement</td>
<td>8:20 am – 8:35 am</td>
<td>Pledge, Moment of Silence, Announcements</td>
</tr>
<tr>
<td>First Period</td>
<td>8:40 am – 9:35 am</td>
<td></td>
</tr>
<tr>
<td>Second Period</td>
<td>9:40 am – 10:35 am</td>
<td></td>
</tr>
<tr>
<td>Third Period</td>
<td>10:40 am – 11:35 am</td>
<td></td>
</tr>
<tr>
<td>Fourth Period</td>
<td>11:40 am – 1:25 pm</td>
<td></td>
</tr>
<tr>
<td>4A Lunch/Class</td>
<td>lunch 11:40–12:25</td>
<td>Language Arts, Social Studies, World</td>
</tr>
<tr>
<td></td>
<td>class 12:30–1:25</td>
<td>Lang, P.E./Health</td>
</tr>
<tr>
<td>4B Class/Lunch</td>
<td>class 11:40–12:35</td>
<td>Math, Science, Career Tech,</td>
</tr>
<tr>
<td></td>
<td>lunch 12:40–1:25</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>1:30 pm – 2:25 pm</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>2:30 pm – 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

*55 Minute Classes/ 45 Minute Lunch periods/ 10 Minute Advisement/ 5 Minutes between classes*

#### 10-MINUTE ADVISEMENT AFTER 2nd PERIOD

**Warning Bells at 8:15 am and 8:19 am**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Period</td>
<td>8:20 am – 9:20 am</td>
<td>Pledge, Moment of Silence, Announcements</td>
</tr>
<tr>
<td>Second Period</td>
<td>9:25 am – 10:20 am</td>
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</tr>
<tr>
<td>Advisement</td>
<td>10:25 am – 10:35 am</td>
<td></td>
</tr>
<tr>
<td>Third Period</td>
<td>10:40 am – 11:35 am</td>
<td></td>
</tr>
<tr>
<td>Fourth Period</td>
<td>11:40 am – 1:25 pm</td>
<td></td>
</tr>
<tr>
<td>4A Lunch/Class</td>
<td>lunch 11:40–12:25</td>
<td>Language Arts, Social Studies, World</td>
</tr>
<tr>
<td></td>
<td>class 12:30–1:25</td>
<td>Lang, P.E./Health</td>
</tr>
<tr>
<td>4B Class/Lunch</td>
<td>class 11:40–12:35</td>
<td>Math, Science, Career Tech,</td>
</tr>
<tr>
<td></td>
<td>lunch 12:40–1:25</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>1:30 pm – 2:25 pm</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>2:30 pm – 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

*55 Minute Classes/ 45 Minute Lunch Periods/ 10 Minute Advisement/ 5 Minutes between classes*

#### 30-MINUTE ADVISEMENT BEFORE 1st PERIOD

**Warning Bells at 8:15 am and 8:19 am**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisement</td>
<td>8:20 am – 8:50 am</td>
<td>Pledge, Moment of Silence, Announcements</td>
</tr>
<tr>
<td>First Period</td>
<td>8:55 am – 9:48 am</td>
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<tr>
<td>Second Period</td>
<td>9:53 am – 10:46 am</td>
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<td>Third Period</td>
<td>10:51 am – 11:44 am</td>
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</tr>
<tr>
<td>Fourth Period</td>
<td>11:49 am – 1:32 pm</td>
<td></td>
</tr>
<tr>
<td>4A Lunch/Class</td>
<td>lunch 11:49–12:34</td>
<td>Language Arts, Social Studies, World</td>
</tr>
<tr>
<td></td>
<td>class 12:39–1:32</td>
<td>Lang, P.E./Health</td>
</tr>
<tr>
<td>4B Class/Lunch</td>
<td>class 11:49–12:42</td>
<td>Math, Science, Career Tech,</td>
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<tr>
<td></td>
<td>lunch 12:47–1:32</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>1:37 pm – 2:30 pm</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>2:35 pm – 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

*53 Minute Classes/ 45 Minute Lunch periods/ 30 Minute Advisement/ 5 Minutes between classes*
30-MINUTE ADVISEMENT AFTER 2nd PERIOD

Warning Bells at 8:15 am and 8:19 am

FIRST PERIOD 8:20 am – 9:15 am  Pledge, Moment of Silence
SECOND PERIOD 9:20 am – 10:13 am
ADVICE 10:18 am – 10:48 am  Announcements
THIRD PERIOD 10:53 am – 11:46 am
FOURTH PERIOD 11:51 am – 1:34 pm
  4A LUNCH/CLASS lunch 11:51–12:36  Language Arts, Social Studies, World
     class 12:41–1:34  Lang, P.E./Health
  4B CLASS/LUNCH class 11:51–12:44  Math, Science, Career Tech,
     lunch 12:49–1:34  Fine Arts
FIFTH PERIOD 1:39 pm – 2:32 pm  Afternoon Announcements
SIXTH PERIOD 2:37 pm – 3:30 pm

53 Minute classes/ 45 Minute Lunch Periods/ 30 Minute Advisement/ 5 Minutes between classes

PEP RALLY SCHEDULE

Warning Bells at 8:15 am and 8:19 am

FIRST PERIOD 8:20 am – 9:10 am  Pledge, Moment of Silence, Announcements
SECOND PERIOD 9:15 am – 10:05 am
THIRD PERIOD 10:10 am – 11:00 am
FOURTH PERIOD 11:05 am – 12:50 pm
  4A LUNCH/CLASS lunch 11:05–12:00  Language Arts, Social Studies, World
     class 12:00–12:50  Lang, P.E./Health
  4B CLASS/LUNCH class 11:05–12:45  Math, Science, Career Tech,
     lunch 12:49–1:34  Fine Arts
FIFTH PERIOD 12:55 pm – 1:45 pm  Afternoon Announcements
SIXTH PERIOD 1:50 pm – 2:45 pm
DISMISSAL TO RALLY 2:45 pm – 2:55 pm  Students released by hallways
PEP RALLY 3:00 pm – 3:30 pm

50 Minute Classes/ 45 Minute Lunch Periods/ 30 Minute Pep Rally/ 5 Minutes between classes

1st SEMESTER FINAL EXAM SCHEDULE

December 18
Warning Bells at 8:15 am and 8:19 am

PERIOD 1 EXAM 8:20 am – 10:20 am  Pledge, Moment of Silence, Announcements
BREAK 10:20 am – 10:30 am
PERIOD 2 EXAM 10:30 am – 12:30 pm  Sack lunches available after school

December 19
Warning Bells at 8:15 am and 8:19 am

PERIOD 3 EXAM 8:20 am – 10:20 am  Pledge, Moment of Silence, Announcements
BREAK 10:20 am – 10:30 am
PERIOD 4 EXAM 10:30 am – 12:30 pm  Sack lunches available after school
Appendix: B, continued

December 20

Warning Bells at 8:15 am and 8:19 am

PERIOD 5 EXAM  8:20 am – 10:20 am  Pledge, Moment of Silence, Announcements
BREAK  10:20 am – 10:30 am
PERIOD 6 EXAM  10:30 am – 12:30 pm  Sack lunches available after school

2 hour exams/ 10 Minute Break/ Busses depart at 12:40 pm

December 17th: Last Day for ISS for first semester; ISS for second semester starts on January 11th
December 18th: Morning Public Detention: 7:30 am – 8:15 am; Afternoon Public Detention: 12:35 pm – 1:20 pm;
Extended Day Detention: 12:35 pm – 2:35 pm

January 3rd and 4th: Final Exam Make-up days in the Media Center from 9:00 am – 3:00 pm (ends);
Students may choose the time (allow 2 hours for your exam) they wish to take their make-up exam(s) but the
opportunity ends at 3:00 pm.

2-HOUR EARLY RELEASE TO THE SCHOOL DAY SCHEDULE

Breakfast  7:50 am – 8:15 am
Warning Bells at 8:15 am and 8:19 am

FIRST PERIOD  8:20 am – 9:00 am  Pledge, Moment of Silence, Announcements
SECOND PERIOD  9:05 am – 9:45 am
THIRD PERIOD  9:50 am – 10:30 am
FOURTH PERIOD  10:35 am – 11:15 am
FIFTH PERIOD  11:20 am – 12:45 pm
5A LUNCH/CLASS lunch 11:20 am – 12:00 pm  Language Arts, Social Studies, World
class 12:05 pm – 12:45 pm Lang. P.E./Health
5B CLASS/LUNCH class 11:20 am – 12:00 pm  Math, Science, Career Tech,
lunch 12:05 pm – 12:45 pm  Fine Arts
SIXTH PERIOD  12:50 pm – 1:30 pm  Afternoon Announcements

40 Minute Classes/ 40 Minute Lunch Periods/ 5 Minutes between classes

2-HOUR DELAY TO THE SCHOOL DAY SCHEDULE

Breakfast  7:50 am – 8:15 am
Warning Bells at 8:15 am and 8:19 am

FIRST PERIOD  10:20 am – 11:00 am  Pledge, Moment of Silence, Announcements
SECOND PERIOD  11:05 am – 11:45 am
FOURTH PERIOD  11:50 am – 12:30 pm
4A LUNCH/CLASS lunch 11:50 am – 12:30 pm  Language Arts, Social Studies, World
class 12:35 pm – 1:15 pm Lang. P.E./Health
4B CLASS/LUNCH class 11:50 am – 12:30 pm  Math, Science, Career Tech,
lunch 12:35 pm – 1:15 pm  Fine Arts
THIRD PERIOD  1:20 pm – 2:00 pm
FIFTH PERIOD  2:05 pm – 2:45 pm
SIXTH PERIOD  2:50 pm – 3:30 pm  Afternoon Announcements

40 Minute Classes/ 40 Minute Lunch Periods/ 5 Minutes between classes

ADDITIONAL BELL SCHEDULES MAY BE ADDED AS NECESSARY.
UPDATES WILL BE COMMUNICATED THROUGH THE SCHOOL WEBSITE AND SOCIAL MEDIA.

CREATING OPPORTUNITIES FOR EXCELLENCE...
## Appendix: C

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Activity</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dee Webb</td>
<td>10th Grade Guidance: Classroom, Br. Law, 1:1s</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>SOS Program Coordination</td>
<td>Ongoing, February</td>
</tr>
<tr>
<td></td>
<td>EOC Support</td>
<td>December, May</td>
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<td>Summit Counseling Liaison</td>
<td>Ongoing</td>
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<td>National Merit, Hispanic Recg. Prog., N.M. Special Programs Coordination</td>
<td>Sept., Ongoing</td>
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<tr>
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<td>Honors Night</td>
<td>Ongoing, April</td>
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<td>Girls'/Boys' State</td>
<td>Spring</td>
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<tr>
<td>Jay Wiley</td>
<td>11th Grade Guidance: Clssroom, Br. Law, 1:1s</td>
<td>October</td>
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<td>Handbook</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>NCAA Coordination &amp; Website Updates</td>
<td>December, May</td>
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<td>EOC Support</td>
<td>May</td>
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<td>Posse Nomination Process</td>
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<td>DE Coordination, Special Programs Night, Form and Website Updates</td>
<td>Ongoing</td>
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<td>Certificate of Merit</td>
<td>Oct/Nov</td>
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<td></td>
<td>Apply to College Week</td>
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<tr>
<td>Amy Longstreth</td>
<td>8th Grade Transition: Parent Night &amp; Tour</td>
<td>Feb/March</td>
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<tr>
<td>HAS - L</td>
<td>Website Updates</td>
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<td>STAR Student and Teacher</td>
<td>Fall</td>
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<td>Virtual Coordinator</td>
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<td>AP Testing Support</td>
<td>April-May</td>
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<td>Local School Crisis Coordinator</td>
<td>Ongoing</td>
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<td></td>
<td>Assist K. Bolt with 12th Grade Guidance: 1:1s, Student Meeting, Br. Law, Parent Night</td>
<td>September</td>
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<tr>
<td>Jay Mercer</td>
<td>9th Grade Guidance: Classroom, Br. Law, Curriculum Night, Spring 1:1s</td>
<td>Aug-Sept/January</td>
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<tr>
<td>M - Q</td>
<td>9th Grade HB 400</td>
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<td></td>
<td>AP Testing Support</td>
<td>April-May</td>
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<td>ASVAB Coordination</td>
<td>Spring</td>
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<td>Special Programs Night (VLL Presentation)</td>
<td>January</td>
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<td>Peachtree Planning Coordinatoin</td>
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</table>
### Appendix: C, continued

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Activity</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flanny Boyles</strong>&lt;br&gt;R- Sg</td>
<td>Department Leadership: Cabinet, County and Department Meetings, Guidance Plan, Data Pull, Failure Letters, Calendar</td>
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<tr>
<td></td>
<td>10th/PSAT Parent Meeting</td>
<td>January</td>
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<td></td>
<td>Junior Parent Meeting</td>
<td>October</td>
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<td>Graduation: Val/Sal Celebration &amp; Announcement</td>
<td>January-May</td>
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<td>Graduation List, Program, Diplomas, Honor Cords, Senior Survey, Exit Form, Summer Graduation List</td>
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<td>Counseling Website</td>
<td>Ongoing</td>
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<td>PSAT Support</td>
<td>Sept-October</td>
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<td>Counseling Advisory Committee</td>
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<td>Final HOPE Verification in STARS</td>
<td>January/June</td>
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<tr>
<td><strong>Karen Bolt</strong>&lt;br&gt;U - Z</td>
<td>12th Grade Guidance: 1:1s, Student Meeting, Br. Law, Parent Night &amp; Website Updates</td>
<td>September</td>
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<td></td>
<td>Financial Aid Night</td>
<td>January</td>
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<td>U of Penn Interviews Coordination</td>
<td>September</td>
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<td>PTSA Scholarship Interviews Coordination</td>
<td>April</td>
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<td>IB Testing Support (AP Assist)</td>
<td>May</td>
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<td>Princeton Review Coordination and Website Info Update</td>
<td>Ongoing</td>
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<td></td>
<td>PBIS Team</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>SADD Coordination</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Staff Member | Activity
--- | ---
Janet Viafora | Maintain student Records  
Process records and transcript requests  
Department supply orders (including fee waivers and testing materials)  
Latina Group/International Night  
Withdrawals  
Withdrawal and Transcript Information updates for website
Sandra Papp | Coordinate college visits  
Failure letters  
Latino Group/International Night  
SAT/ACT Prefect Score Board  
Update Scholarship Spreadsheet  
Update Tutoring & Help Session Spreadsheet  
1320 Bulletin Boards  
Manage and train 1320 Office Aides
Donna Byrd | New Student Enrollments  
Newcomers Breakfast  
Prospective Family Tours  
Failure Letters  
1310 Bulletin Boards  
Enrollment Information Updates for website  
Manage and train 1310 Office Aides
Nancy McClesky | Transcriptions  
Support with new student schedule entry

**SOME OF THESE DUTIES ARE HELD BY ASSISTANT PRINCIPALS. WHEN COUNSELORS ALSO HAVE THESE DUTIES, IT MEANS THAT THOSE COUNSELORS WORK WITH THE AP IN CHARGE OF THE DUTIES.**
Appendix: D

Disciplinary Intervention Cycles

When appropriate, violations to the Code of Conduct will be handled immediately by teachers utilizing interventions such as conferences, phone calls to parents, private detention, counselor referrals, school social worker referrals, behavior contracts, etc. Other violations will be referred to an administrator. Violations of a chronic nature, or a violation of state law, may be referred to a disciplinary tribunal.

Private Detention (Teacher-Assigned Detention)

Teachers have the authority to assign detention for failure to follow classroom rules and procedures. Reason, time, and location are assigned solely at the discretion of the teacher. Failure to serve teacher-assigned detentions will result in an administrative referral.

Public Detention (Administrative Detention)

Students must report and be seated by 7:30 AM for Morning Public Detention in room 1122 and by 3:40 PM for Afternoon Public Detention in room 1122. Tardiness to detention is not acceptable and will result in further disciplinary action. See Detention Rules and Guidelines on next page.

Lunch Detention

Administrators have authority to assign lunch detention for violations to the Code of Conduct. The detention occurs during the student’s lunchtime, either 4A or 4B. For Lunch Detention, students should report directly to room 1122 at the beginning of their lunch period and must be in the classroom before the tardy bell rings. Tardiness to detention is not acceptable and will result in further disciplinary action. See Detention Rules and Guidelines on next page.

Extended Day Detention (EDD)

For some attendance, behavior and other infractions, students are assigned to one or more sessions of Extended Day Detention. EDD is held each Tuesday or Thursday, 3:40 pm to 6:40 pm in Room 1122. Tardiness to detention is not acceptable and will result in further disciplinary action. Students are not admitted late. Students who fail to attend/report on time to EDD will receive 2 EDDs or higher. See Parking Policy for additional information. See also Detention Rules and Guidelines below.

Detention Rules & Guidelines

1. Tardiness to detention is not acceptable and tardy students will not be allowed entrance.
   - Students must report and be seated by 7:30 AM for Morning Public Detention in room 1122 and by 3:40 PM for Afternoon Public Detention, and Extended Day in room 1122. Students will not be admitted after 7:30 AM for Morning Public Detention or after 3:40 PM for Afternoon Public Detention, Extended Day Detention. For Lunch Detention,
students should report directly to room 1122 at the beginning of their lunch period.

- Students who fail to attend/report on time to detention will result in further disciplinary action.

2. Students may use the silent study time to complete schoolwork, read, or complete other projects as approved by the instructor.

3. Students must do school work or read during detention. Therefore, students will need to bring appropriate study materials to detention. Students will not be allowed to go to their lockers before, during or after detention. Students who fail to bring adequate materials needed for silent study may not receive credit for participation in detention.

4. Students are expected to follow school as well as detention rules of conduct.
   - Students may not talk or communicate in any way, sleep, eat, chew gum, rest head upon desk, or otherwise waste time.
   - For EDD, students may bring a snack to be eaten during the 10-minute break.
   - No food or drink except during break. Water is allowed.
   - No electronic devices except calculators. No CD, DVD, MP3 players. No cell phones.
   - Students who violate any detention rules will be asked to leave and will receive no credit for participation. A parent will be notified if a student is asked to leave.

5. After-school detention will conclude promptly at the appointed time. Students must leave campus immediately upon dismissal.

6. Transportation to and from detention will be provided by the parent/guardian or student.

**In-School Suspension (ISS)**

In-School Suspension is held on Mondays, Wednesdays and Fridays in room 1122. Students assigned to In-School Suspension will report to room 1122 and be seated prior to the morning tardy bell. Students must complete all assignments before they will be released from ISS. This includes assignments sent by the classroom teacher as well as those made by ISS personnel. Students will incur more hours or days of ISS if rule infractions occur and all assignments are not completed. Credit will be given only for full days served with no rule infractions and completion of given assignments. ISS students who check-in or check-out will be given NO credit or more days of ISS unless a doctor’s note is presented.

**ISS Activities Policy**

Students may not participate in any extracurricular activity on a day they are in ISS regardless of the number of hours or if they complete their ISS assignment.

**Out-of-School Suspension (OSS)**

Students suspended out-of-school are not to be on school system property for any reason at any time. OSS students have the opportunity to make-up all work missed during the period...
Appendix: D, continued

of suspension. All make-up work must be completed within the same number of days as the suspension, not including the day of return. It is the student’s responsibility to initiate all make-up work with the teacher. Prior announced and requested assignments are due upon the student’s return.

Important Note for Students with Parking Passes
According to the AHS parking policy and procedures and in accordance with the student’s signed application, the student loses his/her parking privilege for the semester due to the OSS assignment. The parking pass should be given to the Front Office upon the student’s return to school.

Before and After School Restriction
Students who violate school rules are subject to time restrictions on campus. This can include, but is not limited to, being required to leave campus immediately upon dismissal and/or not being allowed to attend or participate in school sponsored activities. Failure to comply will be considered trespassing.

<table>
<thead>
<tr>
<th>DETENTION OPTIONS, RULES AND GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention Options</td>
</tr>
<tr>
<td>Public Detention (PD) - Morning</td>
</tr>
<tr>
<td>Public Detention (PD) - Afternoon</td>
</tr>
<tr>
<td>Extended Day Detention (EDD)</td>
</tr>
<tr>
<td>Lunch Detention (LD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAILURE TO SERVE PUBLIC DETENTIONS (Rule 12c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to Serve</td>
</tr>
<tr>
<td>Failure to serve 1</td>
</tr>
<tr>
<td>Failure to serve 2+</td>
</tr>
<tr>
<td>Beyond the above</td>
</tr>
<tr>
<td>Violation #</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7+</td>
</tr>
</tbody>
</table>

*PD = Public Detention, LD = Lunch Detention, EDD = Extended Day Detention, ISS = In-school Suspension*
Purpose: In order to support a personalized approach to learning, Fulton County Schools is providing devices to middle and high school students. Like a textbook, the device is a resource to support learning.

Students with devices are required to follow the guidelines within this document, as well as all school, classroom, and School District policies and procedures regarding behavior and technology use.

Contact Person: If you have questions or concerns please contact your school administration.

Receiving the Device: Parents and students must sign and return this agreement before a device can be issued. Students must also complete the digital citizenship curriculum that the school requires.

Returning the Device: Devices will be returned to the school at the end of the school year, unless otherwise communicated by the school. The use of devices provided by Fulton County Schools is not transferable to anyone and terminates when a student is no longer enrolled at the issuing school.

Students who transfer, withdraw, are expelled, or terminate enrollment at the school for any reason must return their device on the date of withdrawal/termination. A student who fails to return the device will be subject to paying up to the full replacement cost of the device and any accessories, and may also have grade cards, transcripts, diplomas or certificates of progress withheld until restitution is made.

Damage and Loss: All district-issued devices are the property of the Fulton County School District. If a device is damaged, lost, or stolen during the time that it is issued to the student, whether intentionally or due to negligence, the student and the student’s parent/guardian will be responsible for paying the fines outlined in this document.

Responsible Device Use: All users of District-issued devices must follow the expectations outlined in District Policy and Operating Guidelines IFBGA: Responsible Use of the Enterprise Network, JD: Student Discipline/Student Code of Conduct, and JS: Student Fines, Fees and Charges. Failure to follow these expectations will lead to applicable student disciplinary consequences. All District policies can be found at www.fultonschools.org.

While off school grounds parents/guardians are solely responsible for monitoring the student's use of the device. Students may not exhibit inappropriate behaviors, or access prohibited materials with the device, at any time, at any location. Students will be subject to disciplinary and/or legal action if they use the device for inappropriate activities, whether on or off school grounds.

Privacy: Nothing done on District-issued devices is private. District staff may, at any point, confiscate and search the contents of any district-issued electronic device. Devices are enabled with GPS locating systems, and in the case of loss or theft, this system will be activated.
The Fulton County School District recognizes all aspects of the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), and the Family Education Rights and Privacy Act (FERPA).

Fulton County School District does not monitor students' home networks, devices, or Internet connection. The District does monitor the use of District-issued devices; however, Fulton County School District only tracks the location of District-issued devices in the event of loss or theft of the device. Fulton County School District will notify parents and students if it decides to monitor or track devices contrary to this paragraph.

**Applications:** Fulton County Schools has researched key applications which will be preinstalled on each device. Throughout the year, additional applications may be added to support learning. Purchasing and installing these applications is the responsibility of Fulton County Schools. No one other than an authorized school official may add or delete applications from a District-issued device. "Jail breaking" and hacking of devices is not permitted.

**Participation:** If you do not sign and return this form, a District device will not be issued to the student. If you have questions or concerns about your student using a device or would like to send a device from home instead, please talk to the school about how to ensure the student can participate fully in learning. If a home-provided device is used, it should meet the same technical specifications as the school device.
Appendix: E, continued

Fines for Device Damage, Loss, or Theft

If for any reason the device is lost, stolen or damaged during the time it is issued to the student, whether intentionally or due to negligence, the student and the student’s parent/guardian are responsible for the following fines during the 2018-19 school year:

### Dell Latitude 3300 Fines

<table>
<thead>
<tr>
<th></th>
<th>1st offense</th>
<th>2nd and subsequent offense(s): full replacement cost $688*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost/stolen</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Damaged</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Accessories – Lost or damaged</td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$40 each</td>
<td></td>
</tr>
</tbody>
</table>

*Full replacement cost for devices includes the device, all accessories, software licenses and setup.

**Theft:**

If the device is stolen during the time that it is issued to the student, the student and the student’s parent/guardian will be responsible for filing a police report and submitting it to the school administration.

**Failure to Return a Device or Accessories upon Withdrawal from the School:**

A student who fails to return a device or any accessories without reporting them lost or stolen will be responsible for the full replacement cost of the items that were not returned.

**Insurance:**

Parents can choose to purchase insurance for the device. Many insurance companies ask families to mail devices directly to the company for repair/replacement. Parents **MAY ONLY** use insurance companies with repair centers **authorized by the device manufacturer**, to avoid voiding our warranties.

Fulton has looked into insurance companies that have been popular with families and confirmed that as of June 2016:

- **Worth Ave Group** uses authorized repair centers for **ALL of our devices** so this may be an option for families.
- **Safeware** uses authorized repair centers **ONLY for the iPad, Chromebook, and Dell Latitude**. Parents should NOT use this company for the Surface.

Note that insurance companies typically cover theft, but not loss of a device.

**This information is provided for convenience only. The District does not endorse any particular insurance provider, and each family should carefully verify the services provided by any insurance provider as a company’s policy can change.**

While you may purchase insurance for your device or your homeowner’s insurance may cover the device, the District will not be responsible for communicating with your insurance provider. You remain solely responsible for paying fines directly to the District.
STUDENT PLEDGE SIGNATURE PAGE

1. I will take good care of my school-issued device.
   a. Cords and cables must be inserted carefully into the device to prevent damage.
   b. Devices must never be left in an unlocked locker, unlocked car or any unsupervised area.
   c. Report any software/hardware issues to your teacher as soon as possible.
   d. Keep the device in a well-protected, temperature controlled environment when not in use.
2. I will never loan out my school-issued device to other individuals.
3. I will keep food and beverages away from my device since they may cause damage to the device.
4. I will not disassemble, jail break or hack into any part of my or any school-issued device or attempt any repairs.
5. I will protect my school-issued device by only carrying it while in the case provided.
6. I will use my school-issued device in ways that are appropriate and meet the school's expectations—whether at school, at home, or anywhere else. If I use my device in a way that is inappropriate, I may be disciplined by the school.
7. I will not place decorations (such as stickers, markers, etc.) on the school-issued device. I will not deface the serial number sticker on any school-issued device.
8. I understand that my school-issued device is subject to inspection at any time without notice and remains the property of the Fulton County Schools. Nothing I do with the device is private, and nothing I have on the device is private.
9. I will not share my password(s) with anyone other than a teacher or adult from my school or my parent/guardian.
10. I understand that if I damage or lose my device, or if it is stolen, I will have to pay a fine.

I agree to the rules set forth in the Device User Agreement and the Student Pledge.

Student Name (Please Print): __________________________________________________________

Student Signature: ___________________________________________ Date: ______________
PARENT PERMISSION AND RELEASE PAGE

By signing below, you indicate that you have read and understand the guidelines in this document and accept the issuance of a device to your student. You understand that your student is responsible for damage, loss or theft of the device while in his/her care and agree to the fines outlined in this document.

Dell Latitude 3300 Fines

<table>
<thead>
<tr>
<th>Lost/stolen</th>
<th>1st offense $100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd and subsequent offense(s): full replacement cost $688*</td>
</tr>
<tr>
<td>Damaged</td>
<td>1st offense: $100</td>
</tr>
<tr>
<td></td>
<td>2nd and subsequent offense(s): $250</td>
</tr>
<tr>
<td>Accessories – Lost or damaged</td>
<td>Charger $40 each</td>
</tr>
</tbody>
</table>

You understand and agree that, while off school grounds, you are solely responsible for monitoring the student’s use of the device and the content that is accessible through any wireless network. You understand that students will be subject to disciplinary action if they use the device for inappropriate or prohibited activities, whether on or off school grounds.

You and your student agree that the District is not responsible for anything that happens with this device. You agree that your student uses this device at his/her own risk.

Parent/Guardian Name (Please Print): __________________________________________________________

Parent/Guardian Signature: ___________________________ Date: _________________
PARENT PERMISSION AND RELEASE PAGE

By signing below, you indicate that you have read and understand the guidelines in this document, and accept the issuance of a device to your student. You understand that your student is responsible for damage, loss or theft of the device while in his/her care and agree to the fines outlined in this document.

Microsoft Surface 3 Fines

| Lost/stolen                  | 1st offense $250  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd and subsequent offense(s): full replacement cost $885*</td>
<td></td>
</tr>
</tbody>
</table>
| Damaged                      | 1st offense: $100  
| 2nd and subsequent offense(s): $300 |
| Accessories – Lost or damaged | Keyboard - $130 each  
| Pen – $60 each               |
| Case – $40 each              |
| Power Brick – $20 each       |
| Power cord (USB) – $20 each  |

You understand and agree that, while off school grounds, you are solely responsible for monitoring the student’s use of the device and the content that is accessible through any wireless network. You understand that students will be subject to disciplinary action if they use the device for inappropriate or prohibited activities, whether on or off school grounds.

You and your student agree that the District is not responsible for anything that happens with this device. You agree that your student uses this device at his/her own risk.

Parent/Guardian Name (Please Print): __________________________________________________________

Parent/Guardian Signature: ___________________________ Date: _________________
Appendix: F

Mission, Vision, Beliefs and Values of the Fulton County School System

Our Mission is to educate every student to be a responsible, productive citizen.

Our Vision is for all students to learn to their full potential.

We Believe In
- Excellence
- Measured Results
- Trust and Honest Communication
- Continuous Improvement
- Common Understanding
- Safe and Nurturing Environment
- Personal Responsibility
- Involved Family, Community and Staff
- Commitment
- Transparency and Accountability

Academic Achievement

Value Statements
- Each Fulton County school will educate every student to his/her fullest potential.
- Fulton County will engage parents as key partners in the educational process.
- Each Fulton County school will be the preferred school for its students and parents.
- Each Fulton County school will provide greater value for each child's educational experience when compared to top-performing public and private schools in the nation.
- Fulton County schools will prepare each student to excel in a rapidly changing global society.

Alpharetta High School is part of the Northwest Learning community of the Fulton County School System.

Fulton County Board of Education
District 1: Katha Stuart
District 2: Katie Reeves (AHS’s district) reevesk@fultonschools.org
District 3: Gail Dean
District 4: Linda Bryant, President
District 5: Linda McCain
District 6: Catherine Maddox
District 7: Julia Bernath

Fulton County Schools
Dr. Mike Looney, Superintendent
Administrative Center
6201 Powers Ferry Road NW
Atlanta, GA 30339
470-254-3600 main
www.fultonschools.org

Northwest Learning Community
The schools of Fulton County are divided into four "learning communities" -- a Northwest Learning Community, a Northeast Learning Community, a Central Learning Community, and a South Learning Community. Each is be managed by an area superintendent.

Kibbey Crumbley, Area Superintendent
Eric Hollinhead, Area Executive Director

North Learning Center
450 Northridge Parkway
Sandy Springs, GA 30350
470-254-7770
TITLE IX
It is the policy of the Fulton County Board of Education not to discriminate on the basis of sex in its educational programs, activities, or employment as required by Title IX of the 1972 Educational Amendments. Students are thus protected from discrimination in all areas and aspects of school life. If you believe that you have been discriminated against on the basis of sex, you may go to the Main Office and make a claim that your rights have been violated.

Sexual Harassment
A student should inform a teacher, counselor, or administrator immediately if he/she believes that he/she is receiving unwanted comments, touching, or sexual advances.

Harassment or Acts of Bigotry
A student shall not insult, intimidate, or harass any person by committing any act of bigotry (directed toward another person’s race, ethnic heritage, religion, national origin, age, sex, disability, or economic status) that would tend to cause substantial disruption of the educational setting or school activity. Teasing and taunting are also prohibited.

Fulton County School System Graduation Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>4 Units:</td>
</tr>
<tr>
<td></td>
<td>1 unit of 9th grade Literature and Composition</td>
</tr>
<tr>
<td></td>
<td>1 unit of 10th grade Literature and Composition</td>
</tr>
<tr>
<td></td>
<td>1 unit of American Literature and Composition</td>
</tr>
<tr>
<td></td>
<td>1 additional unit:</td>
</tr>
<tr>
<td></td>
<td>• World Literature /Composition (.5) and either British Literature/ Composition (.5) or Multicultural Literature (.5)</td>
</tr>
<tr>
<td></td>
<td>• AP Literature/Composition (1.0)</td>
</tr>
<tr>
<td></td>
<td>• IB Literature and Performance SL (1.0)</td>
</tr>
<tr>
<td></td>
<td>• College English (1.0)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4 Units:</td>
</tr>
<tr>
<td></td>
<td>1 unit of Biology (can be AP/IB)</td>
</tr>
<tr>
<td></td>
<td>1 unit of Physical Science or Physics (AP/IB)</td>
</tr>
<tr>
<td></td>
<td>1 unit of Chemistry, Earth Systems, Environmental Science, or AP/IB Science</td>
</tr>
</tbody>
</table>
|                  | 1 unit of a 4th science, including any AP/IB, academic science, or CTE Science | (continued on next page)
### Mathematics

- 4 Units:
  - 1 unit of Algebra (1.0)
  - 1 unit of Geometry (1.0)
  - 1 unit of Algebra II or Pre-Calculus (1.0)
  - 1 additional math unit:
    - Pre-Calculus (1.0)
    - Advanced Mathematical Decision Making (1.0)
    - AP Calculus AB/BC (1.0)
    - AP Statistics (1.0)
    - College Calculus II and III (via GA Tech)
    - IB Mathematics

### Social Studies

- 3 Units:
  - 0.5 unit of American Government/Civics
  - 1 unit of World History
  - 1 unit of United States History
  - 0.5 unit of Economics

### World Language* AND/OR CTAE** (Career, Technical and Agricultural Education) AND/OR Fine Arts

- 3 Units:
  *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 world language.
  **Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.

### Health/Physical Education

- 1 Unit:
  - 0.5 unit of Health
  - 0.5 unit of Personal Fitness

### Electives

- 4 Units

### Total

- 23 Units

---

*The above represent minimum graduation requirements.*

**WAIVER OF REQUIREMENTS - THE TOTAL NUMBER OF REQUIRED UNIT CREDITS (23) CANNOT BE WAIVED.**

1. **Science:** Courses to meet the 4th year requirement include AP Physics 1, 2, or C, AP Biology, AP Chemistry, AP Environmental Science, Human Anatomy and Physiology, Environmental Science, Earth Systems, AP Computer Science A**, and Engineering Application**
   - *4th science unit may be used to meet both the science and elective requirements.
   ** CTE Sciences – Universities may not count as a Science
2. **Math Selectives:** AMDM, AP Statistics, AP Calculus AB, AP Calculus BC, or Calculus II/III at Georgia Tech
NOTIFICATION TO PARENTS OF THE SCREENING AND REFERRAL PROCESS FOR GIFTED SERVICES

The consideration for gifted services may be reported or automatic as defined by the GaDOE Resource Manual for Gifted Education Services. The Fulton County School System screens all students for eligibility for gifted services twice a year and uses a systematic approach to identify highly capable students who may qualify for gifted services.

The gifted teacher routinely reviews available data to refer students for further assessment. Students meeting either the automatic screening OR the classroom screening criteria AND have supporting data gathered from test history, products, and/or advanced content levels are referred for additional testing to determine gifted eligibility.

I. **Automatic Screening** - identifies 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 services. At the beginning of the school year, TAG teachers review existing test data.

**Standardized Tests** (for example Iowa, Stanford Achievement Test, MAP)

Students must have minimally a combination of scores that include ≥ 85th percentile and ≥ 90th percentile in two of the three areas on a standardized, nationally norm-referenced achievement test: Total Reading, Total Math, and Complete Battery. Supporting data is needed.

**iRead Assessment** – (Fall 2019 administration)

(Grade K-2) Students must score 90% or greater on system’s iRead assessment for Literacy. Supporting data is needed.

**iReady Assessment** – (Fall 2019 administration)

(Grades K-8) Students must score 90% or greater on system’s iReady assessment for Math. Supporting data is needed.

(Grades 3-8) Students must score 90% or greater on system’s iReady assessment for Literacy. Supporting data is needed.

**Acceleration Assessments** - Students must score 80% or greater on system’s Acceleration assessment in:

- Grades K-3: English/Language Arts or Mathematics. Supporting data is needed.
Appendix: F, continued

Georgia Milestones End of Grade Assessment:

- Grades 3-8: Students must score at the Distinguished Learner achievement level (4) for English/Language Arts or Mathematics. Supporting data is needed.

Grades

- Grades 10-12 - students must have an overall cumulative average of 95 or greater. Supporting data is needed.

II. Classroom Screening: Local schools select a period of ten consecutive school days from January-February to review all students in the school (Grades K-11).

- Classroom teachers use the Characteristics Instrument for Screening Students (CISS) to identify students with superior abilities in five or more of the following areas: motivation, interests, communications skills, problem-solving abilities, memory, inquiry, insight, reasoning, creativity, and humor.

Students who meet either the automatic screening OR classroom screening criteria AND who have supporting data gathered from test history, products, and/or advanced content levels are referred for gifted placement testing.

Once referred to testing:

- Parents receive and return the Parent Notification for Testing Consent Form.
- Student is tested for the gifted program.
- Parents receive test results.
- Staffing meeting is held with parents of eligible students (elementary only)
- If state eligibility is determined, students are placed in the gifted program with parental consent.

II. III. Reported Referrals: All reported referrals (parent, teacher and/or administrator) are completed through the two system-level screening and referral processes each year. All referrals are first reviewed by the local Eligibility Team to consider if existing information warrants a formal testing for eligibility.

Parents may request to view their child’s screening results. For more complete information regarding Fulton County Schools Gifted Services, please visit the Advanced Studies page at: https://www.fultonschools.org/Page/5099
The Talented and Gifted program in Fulton County School System provides enriching experiences for the intellectually advanced and exceptionally creative student. Gifted services are available in all Fulton County Schools for students in kindergarten through grade 12. All procedures for identification and service of gifted students meet guidelines of Georgia Board of Education Rule 160-4-2-.38.

What is the process for having my child tested for TAG?
The Fulton County School System screens all students for eligibility for gifted services twice a year.

I. **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 services. At the beginning of the school year, TAG teachers review existing test scores from the student record.
   - **Standardized Achievement Tests**
     Students must have minimally a combination of > 85th percentile and > 90th percentile in two of the three areas: Total Reading, Total Math, and Complete Battery. Supporting data is needed.
   - **iRead Assessment** – (Fall 2019 administration)
     (Grade K-2) Students must score 90% or greater on system’s iRead assessment for Literacy. Supporting data is needed.
   - **iReady Assessment** – (Fall 2019 administration)
     (Grades K-8) Students must score 90% or greater on system’s iReady assessment for Math. Supporting data is needed.
     (Grades 3-8) Students must score 90% or greater on system’s iReady assessment for Literacy. Supporting data is needed.
   - **Acceleration Assessments** –
     (Grade K-3) Students must score 80% or greater on system’s Acceleration Assessment for English/Language Arts or Mathematics. Supporting data is needed.
   - **Georgia Milestones End of Grade Assessment**
     Students must score minimally at the Distinguished Learner achievement level for English/Language Arts or Mathematics. Supporting data is needed.
   - **Grades (Grades 10-12)**
     Students must have an overall cumulative average of 95 or greater. Supporting data is needed.

II. **Classroom Screening** - Local schools select a period of ten consecutive school days in the January or February to review all students in their school (K-11). Classroom teachers use the Characteristics Instrument for Screening Students (CISS) to identify students with superior abilities in five or more of the following areas: motivation, interests, communications skills, problem-solving abilities, memory, inquiry, insight, reasoning, creativity, and humor. Parents may request to view their child’s screening results.

III. **Reported Referral**- All reported referrals are completed through the two system-level screening and referral processes each year. All referrals are first reviewed by the local Eligibility Team to consider if existing information warrants a formal testing for eligibility.

Students meeting either the automatic screening OR classroom screening criteria AND having supporting data gathered from test history, products, and/or advanced content levels are referred for gifted testing. Once referred for testing:
- Parent receives Parent Notification for Testing Consent Form
- Student tests for the gifted program.
- Parent receives test results. If state eligibility is determined, students are placed in the TAG program.
When does screening occur?
The Automatic Screening will take place in August-September. Students referred for testing will be tested during the Fall semester. All parents will be notified of eligibility by December. The Classroom Screening will take place for two-week period from January-February. Each school will select the two-week period that best fits the overall school calendar. Students identified for testing will be tested January-March. All parents will be notified of eligibility by the end of the school year.

How long is the testing process?
Depending upon the age and needs of the student, testing will require one to five days of one hour sessions. Once tests are administered, eligibility will be determined and parents notified by the local school within 6 weeks.

What tests are administered?
For any child who is referred for gifted testing, Fulton County Schools is required to gather information in the following areas: Mental Ability, Creativity, Achievement, and Motivation. The grade level and former testing experiences of a child determine exactly which instruments will be administered. During the testing process, the TAG Eligibility Team may request your consent to administer one or more of the following instruments: Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT), Torrance Test of Creative Thinking (TTCT), Stanford Achievement Test (STAT-10), and/or Gifted Rating Scales-Motivation (GRS-M). Each specific test is only administered to the student once every two years. For a more detailed description of each instrument, please see the Q&A entitled “Talented and Gifted: Testing Process”.

Can my child be tested before the start of the school year?
No, TAG teachers will begin the school year by completing the automatic screening process. Teachers are not contracted during the summer to administer tests for gifted services.

Who do I contact for information about the TAG program at the school?
Each school in Fulton County has a TAG teacher. If you have any questions regarding the TAG program at a specific school, s/he will be able to help you.

What are the benefits of the TAG program?
Intellectually gifted and exceptionally creative students have unique learning characteristics, interests, personal needs, and capabilities. The Fulton County Schools TAG program addresses these unique characteristics and needs by providing an opportunity for gifted students to interact with intellectual peers as they participate in classes that extend and enrich the basic curriculum. Through participation in TAG classes, students will develop advanced research, advanced communication, critical thinking, and creative thinking skills.

If my child were determined eligible, how and when would his or her schedule change?
In elementary school, gifted students leave their regular classroom one day a week and receive instruction from the TAG teacher on units that extend and enrich the social studies and science curriculum. Once determined eligible, students will begin gifted services in the first semester of the school year. In middle school, gifted students attend one to four advanced content courses each day. The exact courses for a student are determined by past classroom performance, nationally normed achievement test scores, and teacher recommendations. Once determined eligible, students will begin gifted services at the beginning of the next report card period. In high school, gifted students have a variety of options. The student attends advisement conferences with a TAG teacher each year. Options for the gifted student include seminars, individual projects, select Honors courses for 9th and 10th grades, Advanced Placement courses, Directed Studies, career internships (11th and 12th grades only), and International Baccalaureate courses. Once determined eligible, students will begin gifted services at the beginning of the next report card period.
Appendix: G

Annual Revision

Process of Review

This various policies in this handbook are reviewed each spring by the instructional leadership team to determine any necessary revisions or updates as part of an ongoing cycle of review. Committees of stakeholders are then formed during the school year to read, evaluate, and propose changes for policies currently under review. The policies in this document were most recently reviewed and updated during spring/summer of 2018.

Policy Reviewers

Shannon Kersey    Head of School
Errol Dice        Assistant Principal
Clair Greenaway   Assistant Principal
Tina Johnson      Assistant Principal
Michael Scheifflee Assistant Principal
Whitney Decaminada Administrator
Frank Fortunato   Administrator
Katherine Rozei   World Language Department Chair
Tom Hatcher       CTAE Department Chair
Adam Smiley       Social Studies Department Chair
Derek Wright      ELA Department Chair
Penni Johnson     Science Department Chair
Kimberly Green    Instructional Leader/Teacher
Andrew Bolin      Virtual Lab Instructor
Kendra Magill     Fine Arts Department
Thomas Van Soelen Leadership/Professional Development Consultant
"ALPHARETTA HAS ALLOWED ME THE OPPORTUNITY TO FIND MY VOICE AND BE ABLE TO PURSUE WHAT I AM PASSIONATE ABOUT. I AM ENCOURAGED BY MY TEACHERS, COUNSELORS AND PEERS TO PURSUE MY DREAMS. MENTORS SUCH AS MY FBLA AND STUDENT COUNCIL ADVISORS HAVE OPENED MY EYES TO WHAT IT MEANS TO BE A LEADER. THROUGH OUR AHS STUDENT COUNCIL, I HAVE NOT ONLY GROWN AS A LEADER BUT HAVE LEARNED THE IMPORTANCE OF BEING INVOLVED WITHIN OUR COMMUNITY. I AM PROUD TO SERVE AS THE STUDENT BODY PRESIDENT OF SUCH A REMARKABLE SCHOOL!"

SOPHIA ABEDI
CLASS PRESIDENT, 2019-20