

Cambridge High School



Student and Parent Handbook 2025 - 2026

About this Document

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

Fulton County Schools Student Code of Conduct & Discipline Handbook contains additional information that may not be covered in this handbook.

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 other program, activity, or service.

If you wish to make a complaint or request accommodation or modification due to discrimination in any program, activity, or service, contact the Compliance Coordinator, 6201 Powers Ferry Rd., NE, Atlanta, GA., 30339, or phone 470-254-4585. TTY 1-800-255-0135.

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Cambridge High School Mission, Vision, and Belief Statements

Our Mission:

Educating, challenging, and inspiring all students to reach their full potential and achieve college and career readiness.

Our Vision:

Innovative and engaged classrooms that challenge students to learn and grow.

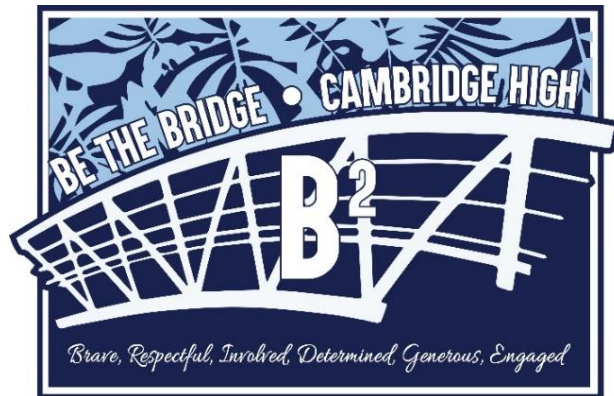
Our Beliefs:

The Cambridge High School community believes that our students will achieve their full potential when we:

- Cultivate high expectations, mutual respect, and encouragement,
- Embrace individualism and diversity,
- Provide a framework for student mentoring and support,
- Encourage extra-curricular participation in academics, arts, athletics, and service opportunities,
- Foster a collaborative community effort,
- Maintain a challenging, diverse, and relevant curriculum,
- Integrate and optimize technology,
- Celebrate individual and school accomplishments and progress,
- Ensure that students feel safe and respected,
- Connect with people, programs, and experiences within and beyond the classroom.

Be the BRIDGE (B²)

At Cambridge, we strive to Be the BRIDGE: Brave, Respectful, Involved, Determined, Generous, and Engaged. Through these actions, we live our mission, vision, and beliefs.



Parent(s) / Guardians(s) Bill of Rights

The Fulton County School District (FCS) recognizes and embraces families as essential partners in student success. We, therefore, commit to these tenets in the Fulton County School District's Parent/Guardian Bill of Rights. While this document is not a legal document that creates enforceable rights, it is intended to foster an environment of reciprocal accountability.

Rights:

- To be treated with courtesy and respect by all employees
- To have the safety of students and employees prioritized
- To be a partner in the learning process of their child
- To have a welcoming and inclusive environment in the schools and the district
- To have students equipped with strong foundations and life skills
- To receive responsive instruction that is rigorous and meets students where they are
- To appropriately advocate for your child without consequence
- To be provided with appropriate access to instructional resources and assessments to the extent permitted by law and as outlined in Board Policy IHA and II
- To obtain clear and transparent communication from teachers, the school, and the district
- To receive timely responses from teachers and staff as outlined by the school

Responsibilities:

- To be respectful to all Fulton County employees and students
- To monitor and guide your child's academic progress
- To support school efforts to protect students' physical and emotional well-being
- To establish a trusting relationship with FCS
- To ensure your child attends school every day
- To stay informed by reading all communications from the school and the district
- To communicate appropriately with teachers and school staff about your child's education
- To utilize and reinforce social and emotional learning support provided by the school
- To appropriately advocate for your child's education
- To seek involvement in your child's school, district, and school organizations
- To resolve issues and concerns with Fulton County Schools by following the communication protocol, such as the teacher, staff, principal, zone superintendent, and superintendent

Student Bill of Rights

The Fulton County School District (FCS) recognizes that students are our most important stakeholders. We, therefore, commit to these tenets in the Fulton County School District's Student Bill of Rights. While this is not a legal document that creates enforceable rights, it is intended to foster an environment of reciprocal accountability.

Rights:

Right to Expression

- To express themselves respectfully and appropriately in a non-disruptive fashion
- To respectfully request an appropriate forum for expressing concerns and grievances.
- To select their peers to represent the student body to the administration and school officials

Right to Health

- To attend a welcoming school where the safety of students and employees is a priority and promotes learning alongside social and emotional skill development
- To access available physical health and mental health resources
- To respect each student's right to advocate for themselves
- To receive appropriate instructional support as needed
- To access school-provided meals that support a balanced diet

Right to Fair Treatment

- To be treated fairly regardless of race, ethnicity, religion, sexual orientation, and gender identity
- To equal access and explanations of education opportunities
- To appeal major disciplinary decisions as provided in the Student Code of Conduct
- Right to Privacy
- To keep their grades and other student information private as provided by law
- To have access to a trusted adult

Responsibilities:

- To treat school facilities, materials, faculty, and other students with respect
- To understand and follow the school and district rules and requirements
- To appropriately stand up against mistreatment, discrimination, or abuse of others
- To appropriately engage in open communication with teachers and students
- To actively participate in the education
- To be punctual and prepared
- To maintain and uphold academic integrity

Principal

Ashley P. Agans

Assistant Principals

Support Students

Assistant Principal

A – D	Cindy Weatherford
E – K	Dr. Rebecca Myers
L – Q	Dr. Olga Glymph
R - Z	Dr. Jeff Harrell

Administrative Staff

Administrative Assistant	Dr. Jon Karschnik
Athletic Director	Leslie Broadwell

Counselors

Supporting Students

Counselor

A – Cr	Amey Rishel
Cu – Hi	Victoria Klingel
Ho – Me	Jennifer Evans
Mi – Sa	Frances Meredith
Sc – Z	Samiah Garcia

Support Staff

Principal's Assistant and Communications	Carol Bybee
Bookkeeper	Christine Vicente
Assistant Principals' Assistant	Dianne Ellison
Bridge East Front Office Assistant	Suzanne Adams
Bridge West Front Office Assistant	Karen Thimsen
Attendance Office Assistant	Janet Spernak
Registrar	Elizabeth Puckett
Records and Support Assistant	Benicia Ammons
METI (Media Center)	Laura Morgan
Clinic Assistant	Cameron Gaines
School Technology Specialist	Ashley Kirbas
Social Worker	Kaitlyn Lynch

School Psychologist

Mia Morrissey

Bilingual Liaison

Lorena De Alba

Emilia Perdomo

A complete school directory can be found at www.cambridgehs.org > Staff.



Faculty and Staff at Cambridge High School



Cambridge students, families, and community have multiple outlets for being "in the know." It is important that we be **Brave** to ask questions and promote student self-advocacy; be **Respectful** in following communication protocols with teachers and staff; be **Involved** in sharing information; be **Determined** to choose the best method of communication; be **Generous** in providing time for information to be posted or questions to be answered; be **Engaged** by checking the website and updates for information regularly.

Cambridge High School Website

The Cambridge official website is www.CambridgeHS.org, and is the leading resource for students and their families. It is updated daily and

provides the latest information on our school, academics, student and family resources, staff information, and student activities. This site is updated daily with new information and resources.

Student & Parent Communications

Student Announcements – Cambridge Headlines

Students receive a daily "Cambridge Headlines" email to their Fulton County Schools email account. Cambridge Headlines are also posted to www.CambridgeHS.org. This daily email includes announcements about student life, as well as information on upcoming events and opportunities.

Additionally, announcements will contain important information regarding deadlines and instructions. Students must check the daily "Cambridge Headlines" email to ensure they are aware of what is expected of them and the opportunities available to them at Cambridge High School.



Weekly Parent Updates from Cambridge High School

Parents will receive an email once per week during the school year to the guardian email addresses listed in Infinite Campus. This weekly email will share information on upcoming events, recent student awards and accolades, opportunities, and messages from Fulton County Schools, Ms. Agans, CAA, and the PTSA.



Other School Communications

Additional emails or phone calls may be generated from Cambridge High School or Fulton County Schools as needed. These communications may include information on changes to the school day, videos from Ms. Agans, or reminders about changes to the bell schedule.

Parent/Guardian Emails

Please note that Fulton County Schools, including Cambridge High School and our feeder schools, send communications through a messaging platform that utilizes parent/guardian email addresses as they appear in Infinite Campus. Please check Infinite Campus to ensure all emails are up to date. In addition, if a user unsubscribes from any FCS email, emails from Cambridge High School, as well as FCS, will be blocked. If you are not receiving emails from our school, please email Bybeec@fultonschools.org.

Social Media

Cambridge High School Facebook: @Cambridgehighschool

Cambridge High School Instagram: @Cambridgehs

Ms. Agans Facebook: @AgansPrincipal

Cambridge High School also has a Facebook Page.

Ms. Agans Instagram: @AgansPrincipal

Cambridge High School Instagram: @CambridgeBearCountry

Cambridge Athletics Twitter: @Cambridge_AD

Cambridge Counseling: @Cambridgeschoolcounseling



Cambridge High School PTSA

One of the best ways for students and parents to be involved at Cambridge High School is through our PTSA. Our PTSA funds celebrations, staff appreciation, scholarships for seniors, Random Acts of Cambridge Kindness (RACK) Week, teacher mini-grants, Red Ribbon Week, and helps with grounds beautification. PTSA needs members who wish to contribute, whether in time, service, donations, or simply membership. Cambridge PTSA also provides opportunities for business sponsors to contribute to our community while being spotlighted in the PTSA newsletters and on the PTSA website. This essential and caring organization is a cornerstone of support for the Cambridge High School community, including students and staff. For more information on joining PTSA, visit the Cambridge PTSA website: <https://cambridgeptsa.membershiptoolkit.com>



Cambridge Athletic Association (CAA)

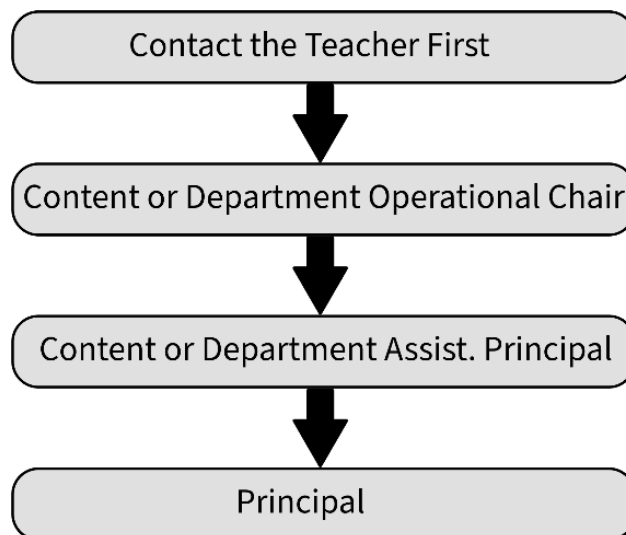
The Cambridge Athletic Association is an umbrella booster program for all Cambridge Athletics. This 501 (c) (3) organization provides unity, consistency, and continuity in our sports programs. Memberships vary in size and come with benefits that include tax deductions, entrance to games, and Cambridge swag. If you are involved with Cambridge Athletics, CAA membership is highly encouraged. More information on CAA can be found on their website at www.cambridgebears.com.



Academic Communication Protocol

Students and parents who have an issue with progress in a class, with a grade, or who may need help in a class should follow the Cambridge Communication Protocol. At Cambridge, we promote student self-advocacy. Healthy communication is a life skill. All Cambridge students should leave high school with the ability to advocate for themselves, as this skill will be essential in their pursuit of college or a career.

The first step in seeking help or clarity is for the student to advocate directly with the teacher. This can be done through email, through TEAMS, or by setting up a meeting. If the student is not satisfied or needs additional help to resolve a situation, the parents with their student should then approach the teacher together. Should the situation remain unresolved, the student and parents will next meet with the teacher and the Operational Chair. If the student still needs support, the student and parents should contact his/her child's administrator. In extreme situations where the situation is still unsettled, the student and parents would contact Principal, Ms. Agans, for assistance. In all communications through the protocol, the student should be present and an active part of the conversation.



Department Chairs and Administrators

Department	Instructional Department Chair (IDC)		Email	Administrator	Email
	Operational Department Chair (ODC)				
English	IDC	Renee Westlake	westlaker1@fultonschools.org	Jeff Harrell	harrellj@fultonschools.org
	ODC	Megon Garcia	garciam1@fultonschools.org		
Science	IDC	Anubha Singh	singha@fultonschools.org	Cindy Weatherford	weatherfordc@fultonschools.org
	ODC	Lacy George	georgelk@fultonschools.org		
Math	IDC	Anu Krishna	krishnaa@fultonschools.org	Cindy Weatherford	weatherfordc@fultonschools.org
	ODC	Brian Wynne	wynneb@fultonschools.org		
Social Studies	IDC	Lauren Hall	halllauren@fultonschools.org	Olga Glymph	glympho@fultonschools.org
	ODC	Sarah Rhodes	rhodess@fultonschools.org		
World Language	IDC	Thomala Wright	wrightt3@fultonschools.org	Jon Karschnik	karschnikj@fultonschools.org
	ODC	Jeff Davis	davisj123@fultonschools.org		
TAG	ODC	Kari Flores	floresk@fultonschools.org	Rebecca Myers	myersr@fultonschools.org
Special Education	ODC	Adam Bailey Sara Smith	Baileya1@fultonschools.org Smiths22@fultonschools.org	Jon Karschnik	karschnikj@fultonschools.org
IST	ODC	Renee Jerome	jerome@fultonschools.org	Jeff Harrell	harrellj@fultonschools.org
CTAE	IDC/ODC	Katie Morgan	morgank5@fultonschools.org	Rebecca Myers	myersr@fultonschools.org
Fine Arts	IDC/ODC	Elizabeth Justice	justicee@fultonschools.org	Olga Glymph	glympho@fultonschools.org
Health and PE	IDC/ODC	Evan Tiele	tielese@fultonschools.org	Jeff Harrell	harrellj@fultonschools.org
Support Staff	ODC	Carol Bybee	bybeec@fultonschools.org	Ashley Agans	agans@fultonschools.org
Counselors	ODC	Sam Garcia	garcias@fultonschools.org	Rebecca Myers	myersr@fultonschools.org

Important Dates: 2025-2026

Students and parents/guardians are encouraged to check student announcements (Cambridge Headlines), weekly updates (Cambridge Newsletter), and the website at www.cambridgehs.org for upcoming activities and events.



2025-2026 School Calendar (Approved 04/24/25)

<p>JULY 2025</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p>4 Independence Day 24-25 Pre-Planning 28-29 Professional Development Days 30-31 Pre-Planning</p> <p>Instructional Days – 0 Staff Days – 6</p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>1-2 Winter Break 5 Teacher Workday 6 First Day of Semester 19 MLK Holiday</p> <p>JANUARY 2026</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Instructional Days – 18 Staff Days – 19</p>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31													
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Bell Schedules


Below are the regularly scheduled bells throughout the school year. Please refer to our website for special bell schedules, including those for the first week of school, as well as testing dates.

[Cambridgehs.org > Our School > Bell Schedules](https://www.cambridgehs.org/our-school/bell-schedules)

Regular Bell Schedule

 Cambridge High School Bell Schedule 2025-2026	
1	8:20 - 9:12 (52)
2	9:17 - 10:13 (56)
B ²	10:18- 10:48 (30)
3	10:53 - 11:45 (52)
4	11:50 - 12:41 (51) <small>*Students may have lunch instead of class during this period, please consult schedule in Infinite Campus.</small>
5	12:46 - 1:37 (51) <small>*Students may have lunch instead of class during this period, please consult schedule in Infinite Campus.</small>
6	1:42 - 2:33 (51)
7	2:38 - 3:30 (52)

Pep Rally / Assembly Bell Schedule

 Cambridge High School Pep Rally / Assembly Bell Schedule 2025-2026	
1	8:20 - 9:11 (51)
2	9:16 - 10:07 (51)
B ²	10:12 - 10:52 (40)
3	10:57 - 11:48 (51)
4	11:53 - 12:44 (51) <small>*Students may have lunch instead of class during this period, please consult schedule in Infinite Campus.</small>
5	12:49 - 1:40 (51) <small>*Students may have lunch instead of class during this period, please consult schedule in Infinite Campus.</small>
6	1:45 - 2:36 (51)
7	2:41 - 3:30 (49)

Cambridge Fall MAP Testing Schedule

Wednesday, August 20th, and Thursday, August 21st, 2025

Time	Location	Tuesday, 8/20	Wednesday, 8/21
8:20 AM - 9:04 AM	1st Period	Class (44 min)	Class (44 min)
9:09 AM - 9:53 AM	2nd Period	Class (44 min)	Class (44 min)
9:48 AM - 11:28 AM	B ²	MAP Math (90 min)	MAP English (90 min)
11:33 AM - 12:17 PM	4th Period	Class or Lunch (44 min)*	Class or Lunch (44 min)*
12:22 PM - 1:06 PM	5th Period	Class or Lunch (44 min)*	Class or Lunch (44 min)*
1:11 PM - 1:54 PM	3rd Period	Class (43 min)	Class (43 min)
1:59 PM - 2:42 PM	6th Period	Class (43 min)	Class (43 min)
2:47 PM - 3:30 PM	7th Period	Class (43 min)	Class (43 min)

*Students have lunch according to schedule in Infinite Campus.



At Cambridge, we expect students to **Be the BRIDGE** between where they are now and where they wish to go – whether college, career, or military. This means students must be **Respectful** and **Engaged** in the process of picking classes that are a good fit for their success. Students need to be **Brave** by choosing classes that fit their goals, not their friends' goals. As Admin, Staff, and Parents, it is the expectation at Cambridge that we will be **Involved** in the process by being **Generous** with our time and ability to listen. At Cambridge, we want students to choose their path and be **Determined** to self-advocate for their dreams and future.

Semester System

All schools in Fulton County Schools operate on the semester system. At Cambridge, students take six classes each semester.

Syllabus

A syllabus will be given at the beginning of each semester, including the general content of the class, exam information, and a clear explanation of the procedures by which the final grade will be determined, including the Recovery Policy. Students enrolled in Advanced Placement, Honors, and joint enrollment/ postsecondary options courses will receive an additional seven points that are added to a final passing grade. This is determined by Fulton County Schools Board policy.

Course Correction Policy

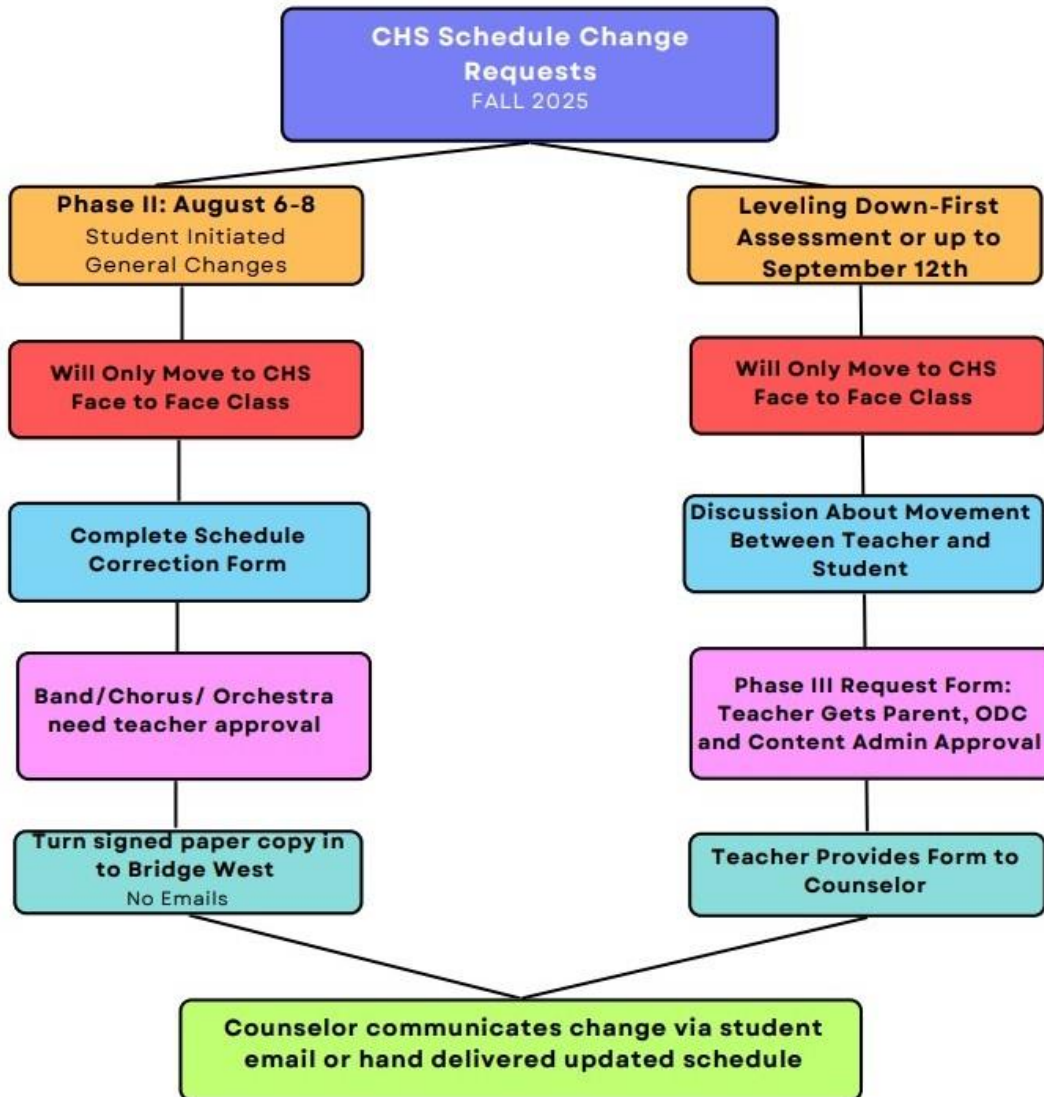
Students choose courses for the following school year in January. Students are given multiple opportunities to make changes to their course requests via course verifications. Due to this thorough process, students should not need to drop or add a course at the start of a semester. However, an error is possible. Students will be allowed to request the following course corrections:

- Move down in rigor in the same course, i.e., move from an honors to an on-level class.
- What was requested does not match the given schedule.
- If there is a hole in the student's schedule, all students must take six courses.

After the first five days and through September 12, if a teacher finds a student is not doing well in their course after collecting data and monitoring progress, the teacher should privately discuss progress with the student and their parents/caregivers via phone or conference. If all agree that a change should be made, the teacher will reach out to the operational chair and the content administrator of the student to discuss the possibility of a change and to get approval. Changes will only be made with parent, teacher, operational chair, and administrator approval and if the schedule allows.

Concerns of a student failing or lowering a GPA are not reasons for a schedule change. A student's class average will follow the student into the new course. Make-up work needed to show

mastery of a course may be assigned due to a schedule change. Make-up work is at the discretion of the teacher.



Dual Enrollment:

- First week of school student will email counselor updated screen shot of Fall DE enrollment
- No changes after first 5 days of CHS Fall Semester

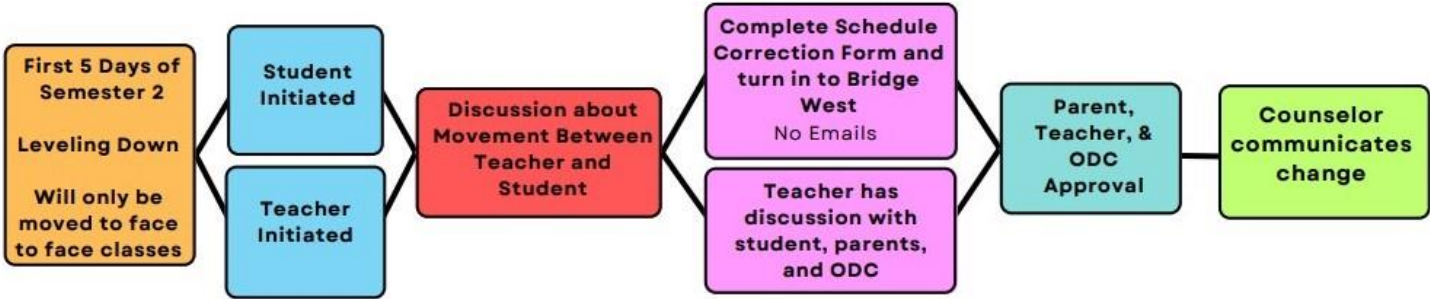
Online:

- No switching from in person to online classes
- Students can move from online to in person classes
- Need schedule correction form and parent approval

IRR:

- All schedule changes are approved by case manager, ODC, and IST

CHS Schedule Requests
SPRING 2026



Online, Dual Enrollment, and Leveling Up:

- No changes allowed

General Changes:

- Yearlong courses will not be changed if student passed S1

IRR:

- All schedule changes are approved by case manager, ODC, and IST

Grades

Students will receive a minimum of eight grades per nine-week period for each subject area and will receive numeric grades on report cards for each completed course. Per Board policy, grades will follow the scale below:

A	90 and Above
B	80 - 89
C	70 - 79
F	Below 70
W/(I-100)	Withdrew/Pass or Fail
NG	No Grade
Inc	Incompletes
*Numeric Grades are given	

Three categories determine student grades:

- Major: an assignment or assessment that is cumulative in nature, measures multiple skills/standards, and/or when a significant amount of time is dedicated to instruction on the content being assessed.
- Minor: an assignment or assessment that measures an individual or subset of standards or skills within a unit of study, and/or when only a small amount of time is dedicated to the instruction on the content being assessed.
- Practice: daily assignments, observations, and/or activities given in class or for homework to build and/or remediate skills. It should not count for more than 10% of the final grade.

The following category weights have been determined by the district in Infinite Campus.

For non-EOC courses:

Semester 1	Semester 2
Major – 55%	Major – 55%
Minor – 35%	Minor – 35%
Practice – 10%	Practice – 10%

For EOC courses:

Semester 1	Semester 2
Major – 55%	Major – 40%
Minor – 35%	Minor – 30%
Practice – 10%	Practice – 10%
	EOC – 20%

No individual assignment or assessment should count for more than 25% of a student's final average.

All teachers should update grades in Canvas regularly:

- For quick grades and/or selected responses (classwork, homework, quizzes, or multiple-choice tests, for example), grades should be entered into the grade book within one week.
- For constructed response tests, grades should be entered within two weeks of the completed assignment.
- For essays and/or major projects, grades should be entered within three weeks of completion of the assignment.

Assignments should be entered into Canvas when assigned, not when graded. This affords parents and students notice of upcoming assignments in advance of grades and/or due dates.

Cumulative or Last Test of the Semester

In December and May, each teacher will give some form of assessment in the “Minor” or Major” category during the final exam period (the last three days of the semester). The type of assessment given is at the teacher's and their PLC's discretion. These assessments will not be given early. There is no exemption or waiver for these assessments. No pre-approved absences will be granted in the last two weeks of the semester to ensure all students are prepared for final assessments. At Cambridge, attendance is important and valued. We will teach until the final day of the semester and ask that students be present for every day of the school year.

Schedule for Final Assessments First Semester*:

- December 17 (half day): Final Assessments 1st , 2nd , and 3rd periods
- December 18 (half day): Final Assessments 4th / 5th , 6th , and 7th periods
- December 19 (half day): Recovery Day

Schedule for Final Assessments Second Semester*:

- EOC Week (EOC Courses Only): April 28 – May 2, 2025
- AP Exams (AP Courses Only): May 5 – May 16, 2025
- For all Cambridge classes:
 - May 19 (half day): Final Assessments 1st , 2nd , and 3rd periods
 - May 20 (half day): Final Assessment 4th / 5th , 6th , and 7th periods
 - May 21 (half day): Recovery Day

*This information is for Cambridge classes only. Dual Enrollment classes, GAVS, and/or FVS classes will have their own schedules and assessment options, including final exams.

Missing/Late Work

If a student misses work due to absence, the student will have an equal number of days as he/she was absent to complete any missed assignments/assessments. For example, if a student is absent for a test on Tuesday, the student will make up the test on Wednesday. If a student is out Monday and Tuesday (test day Tuesday), the student will make up the test on Thursday. If a student is absent on Tuesday when a minor or practice assignment is due, the assignment will be due upon return on Wednesday.

When a deadline has not been met, teachers will deduct points as listed below. This includes a student who is present but fails to turn in work. Zeroes will be placed in the grade book until the work is turned in. All missing assignments should be completed and turned in before the next unit in the course ends. This structure allows for missing/late work to be cleared before grades are impacted.

When the work is turned in, the late deduction penalty will be assigned as listed below.

Category	Late Deduction – (maximum 25%)
Practice/Minor	25% - after missing the due date.
Major	A student has an equal number of days absent to make up an assessment. If a student does not complete the test within the specified time, 25% will be deducted from the overall score.

Recovery Policy

The intent of recovery is to assist students who are failing courses by providing adequate opportunities to master course objectives to eliminate preventable failures. The goal of recovery is to help students learn to be successful and responsible. Recovery is only for major assessments.

- All students will be afforded a one-time opportunity to recover each major assessment if they score below 75.
- Students must have a mandatory meeting with the teacher and turn in all missing work from the unit before requesting recovery.
- Recovery of a major assessment must occur before the next major assessment is given. It is the student's responsibility to schedule this recovery opportunity with their teacher.
- Students are eligible to earn a replacement grade that is no higher than 75.
- If a student's recovery grade is below the original score, the original score will stand in the grade book.
- The original grade will be noted in the comment section of the grade book.

Transferring Grades

If a student is enrolling mid-semester with transfer grades, his/her designated counselor will send the transfer grades to the student's teachers. The transfer grade should be used as a grade for the assignments/assessments that the student missed before enrollment.

Students who transfer without grades should receive a grade if they enroll with 30 or more instructional days left of the semester. Students who enroll with less than 30 instructional days until the end of the semester will not be penalized for missing course content and will receive an NG (No Grade) for the semester.

Non-Academic Skills

All students will receive non-academic skills ratings from each class every nine weeks on the progress report/report card, per Board policy. Teachers will submit the ratings in our areas in a separate section from academic performance.

Ratings:

- Consistently demonstrates
- Often demonstrates
- Sometimes demonstrates
- Rarely demonstrates

Self-Direction – The student follows directions and procedures, sustains attention during class, and/or resists distractions.	Collaboration – The student works well with others, asks for help when needs it, and/or shares ideas.
Problem-Solving – The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have outcomes.	Work Habits – The student comes prepared for class, manages time and materials, and/or stays on task.

Communication of Progress

Progress reports will be issued every 4.5 weeks, and report cards every nine weeks to reflect the student's performance at those times.

Students in Danger of Failing

Teachers should notify parents/guardians by personal contact or in writing if a student is in danger of receiving an F every IPR (9 weeks) or is experiencing a serious decline in achievement.

Grade Level Assignments

Students will stay with their class for all school activities for their freshman year only. Assignments beyond the freshman year will be determined by the number of credits the student earns. To be promoted to the next level, freshmen must earn five credits, sophomores must earn 11 credits, and juniors must earn 17 credits. Promotion to the next grade level is determined by credits earned prior to the beginning of the school year.

Valedictorian/Salutatorian

A senior must meet established academic and enrollment criteria to be eligible for the honor of class Valedictorian or Salutatorian. The Valedictorian is the senior with the highest cumulative weighted numeric average. The Salutatorian is the senior with the second-highest cumulative weighted numeric average. Senior class Valedictorian and Salutatorian are selected based on the cumulative weighted numeric average calculated at the end of the first semester of their senior year. Valedictorian and Salutatorian will be announced in February 2026.

The designation of Honor Graduate is computed at the end of the first semester of the senior

year and requires a cumulative weighted numeric average of 88 or above. The 88 average is not rounded up. For example, if a student's average is 87.9%, he or she does not qualify for this status.

Honor Graduates are honored by these designations:

- Summa Cum Laude Graduate: Cumulative Grade Point Average = 96 +
- Magna Cum Laude: Cumulative Grade Point Average = 92 +
- Cum Laude: Cumulative Grade Point Average = 88 +

At graduation, honor graduates can wear an honor cord identifying their distinction, available for purchase in March 2026.

Progress Reports

Progress Reports will be issued every 4.5 weeks. Report Cards will be issued at the end of each semester. All will be available online through the Infinite Campus portal. Parents and students are encouraged to download the Infinite Campus app to their phones for regular alerts on Infinite Campus ([Fultonschools.org/Infinite Campus](https://Fultonschools.org/Infinite_Campus)) academic progress.

Term	Dates	Posting Window Dates	Grade Reports Visible in Portal
4.5 Weeks Progress Report	August 4, 2025 – September 3, 2025	September 3 rd – September 5 th	September 12 th
9 Weeks Grade Report and Skills	September 4, 2025 - October 3, 2025	October 3 rd – October 7 th	October 10 th
13.5 Weeks Progress Report	October 6, 2025 – November 12, 2025	November 12 th – November 14 th	November 21 st
S1 Grade Report and Skills	August 4, 2025 - December 19, 2025	December 15 th – January 5 th	January 16 th
4.5 Weeks Progress Report	January 6, 2026 – February 5, 2026	February 5 th – February 9 th	February 13 th
9 Weeks Grade Report and Skills	February 6, 2026 – March 11, 2026	March 11 th – March 13 th	March 20 th
13.5 Weeks Progress Report	March 12, 2026 – April 20, 2026	April 20 th – April 22 nd	April 27 th
S2 Grade Report and Skills	January 6, 2026 – May 21, 2026	May 11 th - May 21 st (Subject to Change)	May 29 th

S2 Senior grading window will be based on the graduation date.

GAVS GRADES RELEASED	GAVS IMPORTED INTO CAMPUS	DATA CLERKS VERIFY GRADES RECEIVED
12/11/2025	12/17/25	12/19/25
5/14/2026	5/20/26	5/22/26

Online (FVS/GAVS) / Dual Enrollment / Senior Reduction

Students enrolled in online classes (FVS/GAVS), dual enrollment courses, or participating in senior reduction or work-based learning must remain off campus. Those interested in pursuing online courses during the regular academic year must complete registration for both the fall and spring semesters in January and February of the preceding school year during the course verification period. The student is responsible for registering for each class on the designated websites. Please note, student schedules will not be modified to accommodate changes in

online class periods.

Both FVS and GAVS are independent schools. Cambridge does not have the ability to make changes to an online class curriculum or reduce/modify the online courses in any way. Parents should follow up with their students to ensure GAVS and/ or FVS have their contact numbers and emails so that parents can be updated on student progress. Parents or students who are having an issue with a GAVS and/ or FVS course must contact the GAVS/FVS teacher directly.

B²

B ² Parameters	Expectations
First 5 Weeks of Semester	We will have mandatory B ² in the first weeks of the semester to accomplish specific required tasks, such as testing, CLAWS programming, digital citizenship, device distribution, etc.
Choice B² on Mondays and Tuesdays	Students have the options of visiting a teacher for help (see requirements highlighted above); playing basketball in the AUX gym (space limits apply), studying in the Media Center or Theatre, social time in the Cafe or Courtyard, time working on art or performing art projects (only art/performing arts students). Club meetings and other events may also be held during B ² .
Regular B² will be held Wednesdays, Thursdays, and Fridays	Regular B ² will be held Wednesday through Fridays for SSS lessons, surveys, SWG Evidence of Impact, give out important information, etc. Teachers have a pass system where they are allowed to request a student see them for help or support. Students with passes should check in with their Regular B ² for attendance, show the pass, and be in their pass location within the first five minutes of the B ² period.
Students cannot roam or be in an unauthorized area during Choice B²	The duty roster has been reallocated to station teachers in the hall to monitor and redirect students. Students must be in an assigned area during B ² .
B² students roll every year – time to build relationships	<p>Ideas will be sent to teachers, but consider spending the first weeks of Mandatory B² getting to know your B² students:</p> <ul style="list-style-type: none"> • Initial get-to-know-you form, ice breakers or games • CLAWS mentors can help with 9th-grade B² • Maintaining a positive environment <ul style="list-style-type: none"> ○ Down time is ok ○ Talking is allowed ○ This is not a study hall

School-Wide Goal – Literacy

This year, Cambridge teachers will incorporate literacy strategies into every classroom. Using College Board data as a springboard, we will strive to raise student achievement on the PSAT and SAT by 2% in the Information and Ideas section of the Reading and Writing section. This may sound very specific and broad, however, all research points to the importance of reading and writing for academic and life success. As part of the program, we will invite parents and our community to join us on the journey to read more. Look out for more information on #CambridgeReads and how you can support your child's improvement in literacy.

Graduation Requirements

The following chart represents the credits needed for graduation:

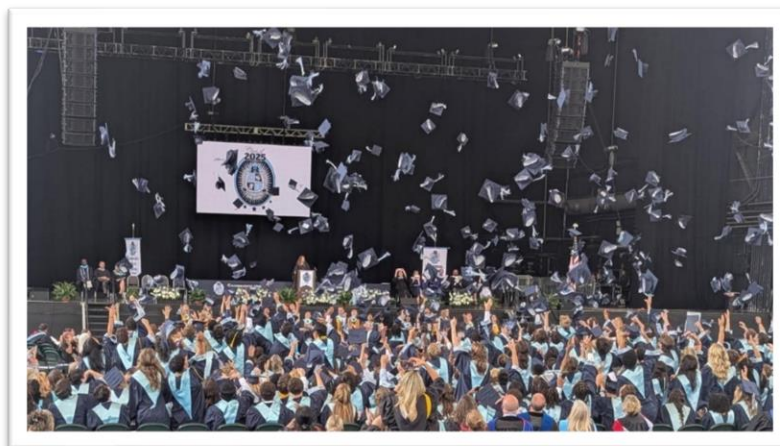
Requirements	Credits
Language Arts	4
Mathematics	4
Social Studies	3
Science	4
Health / Personal Fitness	1
World Language and/or Fine Arts and/or CTAE	3
Electives	3
Total Credits	23

View the District Policy – [Graduation Requirements](#)

Promotion Guide

To be identified in a particular grade, a student must have a minimum of the following credits:

- To be a 10th grader, 5 credits are required
- To be an 11th grader, 11 credits are required
- To be a 12th grader, 17 credits are required



C.L.A.W.S.

The CLAWS (Caring, Learning, and Adapting While Succeeding) Mentoring Program is a transition program for Cambridge freshmen. Each freshman student will experience the CLAWS program through B² during the first semester. CLAWS mentors will serve as "trusted guides" to freshmen by providing an ongoing orientation process. Activities during B² will help freshmen become familiar with Cambridge's policies, procedures, programs, and traditions while building relationships that last all four years.



BRIDGE to Family Night

One Wednesday of each month (except when we are on break) is designated as a BRIDGE to Family Night. On these nights, Cambridge families are encouraged to be BRAVE to unplug and plan something fun. Get INVOLVED in an activity together or be GENEROUS to volunteer together. There will be no homework on these nights, and classes will not have assessments or assignments due the next day, so be DETERMINED to use this time ENGAGED with family. At Cambridge, we all need to be RESPECTFUL in caring for ourselves and connecting with each other.



Safety at Cambridge relies on everyone being **BRAVE** enough to say something if they see something. We must all be **INVOLVED** in knowing our part in safety protocols and procedures. **RESPECTFUL** and **ENGAGED** conversation is necessary to determine what is best for our building. If you are unsure as to how something operates, be **DETERMINED** to find the answer in a quick and appropriate manner. We must all be **GENEROUS** in our attempts to look out for one another.

Hours of Operation

Bridge East is staffed: 7:30 am – 4:00 pm

Bridge West is staffed: 7:45 am – 3:45 pm

Student ID Cards

All students will be given a lanyard and a CHS Student ID card during Open House (Information Day) and the first day of school. Once distributed, each Cambridge High School student is expected to wear his or her CHS student ID card on his or her person while on campus and at all school-related functions on or off campus. As a security measure, to enter the building, students must present their student ID at the door camera to enter the building if coming in late.



Student ID cards help staff identify visitors from students and are an added layer of safety on campus. As a result, failure to produce the student ID card upon staff member request may result in an administrative conference. Lost student IDs can be replaced in the Bridge East Front Office for a \$10.00 fee, paid through OSP.

Hall Passes

All teachers are issued Hall Pass cards for their rooms. Students who need to use the restroom or access their locker during class must request and gain permission from a teacher to use one of the hall pass cards. The student will then temporarily place the pass on their lanyard with their student ID. No students should be in the hallways in the first five minutes or last five minutes of the class period.

Closed Campus

Students enrolled in GAVS, FVS, dual enrollment programs, or participating in senior reduction and work-based learning classes are required to remain off-campus. Students are not allowed to leave campus for lunch without a Senior Privilege sticker on their School ID. Dual enrollment and virtual Classes are assigned at the beginning and end of the day. Students are allowed to come to campus late or leave campus early to complete their DE/Virtual courses/senior reduction at home. Teachers are not allowed to send students off campus to pick up materials or food for classes.

Media Center

Our Media Center has a growing collection of resources, both print and electronic, as well as computers, cutting-edge technology, and a comfortable "learning commons" environment. Visit our webpage through the Cambridge High School website and gain access to databases, eBooks, and other resources (passwords for databases are available in the Media Center). Visit Mrs. Morgan if you would like to schedule a time for her to visit your classes to share information on research and resources available in the Media Center.



Policies and procedures are as follows:

- Hours of operation: 7:45 am – 4:15 pm
- Printing can only be accessed/picked up before school, during lunch, or immediately following school. Students are not to be sent to the Media Center during classes for printing or for device issues.
- Device issues will be handled at the Device Help Desk in room 2.804.
- The only students allowed in the Media Center during the day (except 4th and 5th period lunches) are students with dual enrollment or senior reduction.
- Teachers will not be allowed to send students to work in the Media Center during the class period. Students must remain in their classrooms. If a teacher would like their students to be able to use the Media Center during their class(es), the teacher should arrange for the entire class to work in the Media Center by scheduling with Ms. Morgan.
- Ms. Morgan will man the door to the Media Center during class changes. For the first ten minutes of class, students will be asked to show their Infinite Campus schedule on the app to gain admittance. After ten minutes, the doors will be closed, and no one will be allowed in. Students and teachers cannot come and go from the Media Center during class periods.

Technology

All School-issued devices for students are handled in room 2.104. Our school techs will be happy to help with device issues, including assistance with school accounts and Wi-Fi issues.

Students must adhere to the Fulton County Schools' acceptable use policy. A device user agreement must be completed to receive a school-issued device. For more information on Device Distribution and the User Acceptance form, visit [Student Devices and Technology](#).

Information

Media Center staff are always willing to help provide answers and direct students to the resources needed. Electronic Databases are available through ClassLink in the e-Library folder for any student research projects. GALILEO requires a password when used outside the school network, which is available in the Media Center.

#CambridgeReads

Literacy is the key to learning, and the Cambridge Media Center provides books and resources for curriculum support, school projects, and pleasure reading. Students can check out four print books at a time for two weeks. Renewals are allowed. Ebooks and audiobooks can be checked out from the Sora app and through ClassLink. Visit the Media Center website for more information: www.BearsMediaCenter.com.

Fines, Fees, and Charges

All students owing Cambridge High School money due to lost or damaged textbooks, library books, athletic or musical equipment, or any type of school equipment or uniforms will be expected to pay appropriate replacement costs.

The Fulton County School Board has authorized all schools to impose the following sanctions on students with unpaid fines, fees, or other charges:

- Refusal to issue any additional school property
- Refusal to issue textbooks, library books, or media materials.
- Withholding of parking privileges.
- Small claims court filings for \$100 or more debt.
- Diplomas will be held for seniors.

Cambridge High School may impose any or all of the above sanctions on students who have not fulfilled their financial obligations.

Lockers

Hall lockers

Hall lockers are issued on request. All locker rentals are online through the OSP system. Locker rental is \$15.00 per year, including the online payment fee.

Once the payment is made, please bring the payment receipt to the Bridge East Front Office along with a list of three possible locker numbers or locations. The Bridge East Office will then assign the locker to the student.



Only one student is assigned per locker. The student to whom the locker is assigned is responsible for the content and security of the locker. Sharing lockers is highly discouraged. The School bears no responsibility for students' personal items. Please note that school personnel may conduct searches of specific lockers or locker areas at any time to ensure the safety and welfare of the student body and staff. [For more information and a link to payment](#)

Physical Education or PE Lockers

PE lockers are issued by the PE teachers each semester. The rental is \$10.00 per semester. Students must exercise due diligence in securing their items in the locker room. Items left out in the locker room, instead of being secured in a locker with a lock, are left at their owner's risk. Items lost or stolen while unsecured in the locker room will not be investigated.

Bus Transportation

Students are expected to conduct themselves properly while riding the school bus. Eating, shouting, hanging out of windows, and throwing things will not be tolerated. Fulton County Schools does not permit the use of cell phones on the bus. The bus drivers have the same authority on the bus that teachers have in the classroom. Failure to abide by the rules can result in the student being denied the privilege of bus transportation and/or facing further disciplinary action.

Fulton County Schools policy states that students may ride, board/exit only their assigned bus. Students are not allowed to use the bus transportation for friends.

Here Comes The Bus App

"Here Comes the Bus" is a free, easy-to-use website and app that enables you to see the location of your child's school bus on a smartphone, tablet, or personal computer.

For more transportation information, visit their website at [Transportation Services](#). If you have concerns regarding bus routes or transportation, please contact Transportation Services at 470-254-2970.



Here Comes The Bus®

A GPS-BASED APP TO TRACK YOUR CHILD'S BUS

HERE'S HOW TO GET STARTED

- Download the Here Comes the Bus app or visit www.herecomesthebus.com
- Click the **Sign Up** button
- Enter school code **87428**
- Click "Next" followed by "Confirm"
- Complete the "User Profile" box
- Under "My Students," click "Add." Enter your child's last name and student ID number.
- Once you confirm your information, you're ready to go!

Download on the App Store

ANDROID APP ON Google play

Here Comes the Bus
App



Carpool

Morning

In the mornings, students may be dropped off in the front carpool lane or the side (gym) carpool lane. Students should not be dropped off in the front or back parking lots, which is unsafe for students and drivers.

Note that you cannot make a left turn into the Bethany Bend entrance after 7:30 am.



Afternoon

In the afternoons, students may be picked up in the front carpool lane only. The parking lot will be blocked so that entry can only happen through the carpool lane (to the immediate right upon entering Campus from Bethany Bend). Students cannot cross into the front parking lot or walk through the carpool lane to get into a car. Students can only enter cars once cars are in the front carpool lane. This is a safety concern. Please be kind to staff members working carpool. Please be considerate of other drivers.

A reminder that bus transportation is available for all students. For more information, see the Bus Transportation section above.



Signage

Posters or flyers must be pre-approved prior to being displayed in designated areas.

Posters/flyers with religious or political symbols or statements will not be approved. Further, posters that may be detrimental to the health and welfare of the community and in poor taste will not be approved. See signage expectations below.

Signage Expectations

Club and organization sponsors/teachers should ensure students know we have restrictions on where signage can be posted. If you have questions, please contact your organization's sponsor or teacher.

- Signage can only be placed on bulletin boards around the school and in academic halls.
- Submit the proposed signage to the Bridge East Front Office at least one day before hanging any signage. Staff will approve and initial your signage, indicating it has been approved.
- All posters and flyers should use school-appropriate images and language.
- Do not use materials to hang signage on bulletin boards that can damage the surface (i.e., hot glue, super glue, duct tape, etc.)
- The club or organization is responsible for taking all signage down when appropriate.
- Custodians and school personnel are authorized to remove and dispose of any signs beyond the abovementioned expectations.



Banners on Campus

Banners displayed on campus can only be hung on the permanent banner posts in the following locations.

- (2) located at the corner of Cogburn Road and Bethany Bend
- (2) located at the Bethany Bend entrance
- (2) located at the Cogburn Road entrance

The banner posts are open for all to use, and it is up to the organizations using the posts to work with each other regarding hanging and removing banners. Each set of posts can:

- Accommodate multiple banners
- Accommodate six-foot banners
- Users will need to use their bungee cords (long cords are needed)



Banners cannot be hung on the fencing around campus. Banners or signs hung on the fencing will be removed.

Student Dress Code

Cambridge High students are expected to dress and be groomed to reflect neatness, cleanliness, and safety. Student dress should not distract from or cause disruption to the educational program or orderly operation of the School. The administration reserves the right to make any amendments to this policy in the best interest of the student or the educational process. The teachers and administration are responsible for determining the dress code violations. Students are expected to remove headwear inside the school building, unless it is of a religious nature.

Examples of inappropriate dress or grooming:

- Advertisements about drugs, alcohol, tobacco, or sex
- Suggestive words
- Anything offensive to our diverse population for religious, political, or humane reasons
- Lettering or pictures glorifying death or violence
- Lack of cleanliness in person or dress

Parents and students may also refer to the Fulton County Schools Board policy for additional information on the dress code.

Discipline Steps for Dress Code

The first offense is a student warning and the opportunity to change clothes. Subsequent dress code offenses will be considered a disregard for Fulton County Schools' policy and will be handled according to the Fulton County Schools discipline cycle. Repeated and/or flagrant violations may result in further consequences.

Before School

Students who arrive at School before 8:15 am should report to the cafeteria or Media Center. Students who need help should be Determined and Brave by making an appointment with their teacher for a study session. Students with an appointment may go to a teacher's classroom prior to 8:15 am. Students involved in athletic practices or engaged in clubs or performances may report to the appropriate practice location in the morning. When in the building, students should be Respectful by eating/drinking in the cafeteria only. Students should be Generous by cleaning up after themselves and their friends when in the cafeteria or when they see trash around the building. At 8:15 am, a warning bell will ring to alert students to go to their first-period class. The school day begins at 8:20 am.

After School

Buses depart from the campus at 3:40 p.m. When the bell rings at 3:30 p.m., students who ride the bus should exit through the back gates and proceed to the bus canopy. Students leaving through carpool should exit at the front of the building and wait for their ride to arrive. Unless supervised by a teacher or staff member/coach (club meetings, practices), students should leave campus no later than 3:40 pm. See the carpool graphic above.

If there is an evening activity (game, performance, etc.), students will not be able to remain on campus between the end of school and the start of the event without supervision. Students and parents should plan for students to have transportation to and from campus for extra-

curricular activities in advance.

Deliveries and Visitors

Parents who wish to drop off items for students (lunch, textbooks, gym bags, etc.) must bring the item to the front of the school and leave the labeled item on the cart outside the doors for student pickup. Students are not permitted to wait outside or leave the building to meet a parent during school hours. Students must pick up these items between classes and before lunch. Students will not be dismissed from class or the cafeteria to pick up items.

Students are not permitted to order items for delivery to the school. Deliveries of food, flowers, balloons, etc., for students are not allowed (even if paid). All deliveries will be refused. Food deliveries will be confiscated without a refund. We love to celebrate our students, but outside delivery personnel pose a security risk to our building, students, and staff; therefore, no deliveries will be accepted.

Students may not have visitors at School. Visitors or guests for official business must check in with the Bridge East Front Office. All visitors must produce a valid driver's license at the door camera for entrance and again in the Front Office. Name badges/stickers will be issued for visitors. These badges must be worn while in the building.

Resource Officers

FCS Police Officers

Cambridge High School is assigned two Fulton County Schools Police Officers on campus during the school day. These are certified police officers with full arrest powers. Our officers work full-time to provide supervision during the school day and during/after School for extra-curricular activities.

Campus Security Associate (CSA)

Cambridge High School is provided funding for one CSA. The CSA works during the school day to monitor entrances/exits, hallways, parking lots, and video cameras. The CSA is trained by the Fulton County Schools Security Team to provide an extra layer of safety and security to our campus.

Cafeteria

The breakfast and lunch programs at CHS are under the direction of the FCBOE Student Nutrition Program (SNP), and follow guidelines set by the Georgia Department of Education and the United States Department of Agriculture. Menus and pricing can be found at [School Nutrition](#).

School Lunch Program/Free and Reduced-Priced Meals

Children need healthy meals to learn; therefore, Fulton County Schools offers healthy meals that are reasonably priced. Families meeting specific income requirements may be eligible for Free and Reduced Price Meals and can apply for this program through applications available in the Cambridge Cafeteria, Bridge East Front Office, or online at [School Nutrition](#). All households must submit a new application listing all household members each school year.

Applications may take up to ten days to process. Households are responsible for meal payments until the application is approved. New students to Fulton County Schools will pay for meals until the application has been approved. Returning students maintain last year's meal status until the application is approved. For more information about Free and Reduced Price Meals or the new application process, contact FCS School Nutrition Program at 470-254-8960 or visit [School Nutrition](#).

MyPaymentsPlus

Parents/guardians can enroll their student(s) to pay for school meals and view what their student is purchasing. To enroll or to add money to an established account, visit mypaymentsplus.com. More information can be found at [School Nutrition > Meal Payments](#).

Motor Vehicles

School personnel have the authority to regulate the operation of motor vehicles on school property. Any violation of the rules may result in the revocation of a student's parking permit or other disciplinary measures that are deemed necessary.

DDS Proof of Enrollment

The DDS now accepts the following documents for Proof of School Enrollment:

- **Unofficial Transcript** - found under "Documents" in the Infinite Campus Student or Parent Portal.
or
- **Current School Identification Card** - a copy must be made and submitted
or
- **Notarized Certificate of School Enrollment Form** -
A notarized Certificate of School Enrollment Form for either a Learner's Permit or License can be requested by completing the form below. Please allow 48 hours for the certificate to be certified and notarized. [Request for a Certificate of School Enrollment Form](#)

For more information on acceptable documentation, visit [the DDS - School Enrollment Documents](#).

ADAP Certificate Replacement

ADAP certificates are issued as part of a student's Health class. ADAP replacement certificates are available. There are three options depending on where you took Health.

1. Did you take a Health class on campus at Cambridge High School with a CHS teacher? Request a replacement at the link below. Please indicate whether you want your ADAP emailed to you (you will need to print a hard copy to take to DDS) or if you want us to print a hard copy to be picked up at school. Please allow 48 hours for the certificate to be printed. [Request an ADAP Replacement - Cambridge Health Class](#)
Did you take Health at another school? You will need to contact that school to obtain a replacement ADAP certificate.
2. Did you take Health class through Fulton Virtual or Georgia Virtual School? If so, your ADAP certificate can be accessed through the DDS at the link below. Make sure to print a hard copy to take to DDS.

Online.DDS.GA.GOV/eADAP

* If you are unable to access your certificate using this link, send an email to eADAPsupport@dds.ga.gov requesting a copy. Include your phone number, full name, birth date, and email address. This is only for students who took Health online.

Parking Privileges- Seniors Only

Seniors can park on campus during the school day with a paid permit in any spot in the senior lot. The main Senior parking lot is behind the bus lanes at the rear of the building. Students are not permitted to park in front of the building during the school day as faculty/staff, visitors, and substitute teachers have reserved parking spaces in that area. Parking on campus for Seniors is only available through an application/approval/permit process and is a privilege that can be revoked at any time for abuse of privilege or breaking the code of conduct.

Applications for senior (only) parking are now being accepted.

Step 1: Review the Senior Parking 2025-2026 information found on this page. Your review of this is acknowledged during the application process.

Step 2 : Take pictures of your valid Driver's License (no Learner's Permits accepted) and current insurance card (not health insurance or registration card) listing the insurance company and the vehicle you will park on campus. These pictures will be uploaded to the application.

Step 3: Use your student account to fill out the online application. You may accomplish this by going to the Fulton Schools website and clicking on [ClassLink](#). "Sign in to ClassLink" using your student login credentials and select the Cambridge High School website from ClassLink. Navigate to this section on the website.

Step 4: Complete the online application found on the website. Please note, all school fines must be paid to receive approval and be issued a permit. Once you have submitted the application, please wait for an approval email from Mrs. Weatherford, which will include payment instructions.

Step 5: Once approved, you will receive a 'parking application approved' email from weatherfordc@fultonschools.org that includes a unique OSP link to pay your \$125 fee for parking. (Usually within 3-5 business days).

Step 6: Make your OSP parking fee payment and print your receipt.

Step 7: Bring your receipt and driver's license to the Open House on Thursday, July 31, 2025, to receive your parking permit. Parking permits will only be issued to the Senior applicant or their parent/guardian. After this date, parking permits will be available in the Bridge East Front Office on presentation of a receipt and a driver's license.

Parking Rules/Requirements for Seniors parking on campus

Seniors parking on campus must:

- Display their parking permit in the front windshield
- Park only in their designated parking lot
- Follow all rules regarding traffic on campus and all disciplinary expectations set out in the Student Code of Conduct & Discipline Handbook
- Take everything from the vehicle that is needed for the day. Students are not permitted to return to their vehicle during the day without administrative approval
- No transfer permits or allowing another student to use their space at any time
- Notify the administration (weatherfordc@fultonschools.org) of any vehicle changes
- Be aware that school officials may search a student's car if they have reasonable suspicion that a student is in possession of items, including, but not limited to, drugs, weapons, or alcohol

Violations of Parking Rules and Requirements

Senior parking on campus is a privilege. Students are expected to follow all rules in the Fulton County Schools Code of Conduct & Discipline Handbook. Seniors should be aware that any violation of rules and requirements may result in their vehicle being towed at the student's expense and/or suspension of their parking permit. Based on the rule infraction(s), other Code of Discipline consequences may also be assigned.

Examples of violations include, but are not limited to, the following:

- Giving false information and/or falsely registering a vehicle
- Speeding on campus, the speed limit is 15 miles per hour
- Driving recklessly so as to endanger life or property
- Parking an automobile on campus without a parking tag
- Parking in areas that are hazardous, such as entrances, exits, fire lanes (red curbs), bus zones, yellow curbs, on the grass/mulch, or in such a manner as to impede traffic
- Violation of county, state, or federal law
- Parking on campus without permission
- Loitering or visiting in the parking lot during school hours
- Not wearing a seat belt while driving on campus

Leaving Campus Without Permission

Students are required to remain on campus for the duration of their classes and must not leave without the permission of both a parent and a school principal or their designee (see FCS Code of Discipline Handbook, Rule 12b-II). Unauthorized departures from campus, especially during lunchtime, will result in the following discipline consequences.

Note:

- Cambridge High School is not responsible for situations (accidents, theft, etc.) that may occur in the parking lot.
- There is a \$5.00 fee to replace lost or misplaced parking tags.
- Parking fees are non-refundable.
- Students in receipt of a parking permit should keep these pages for reference.

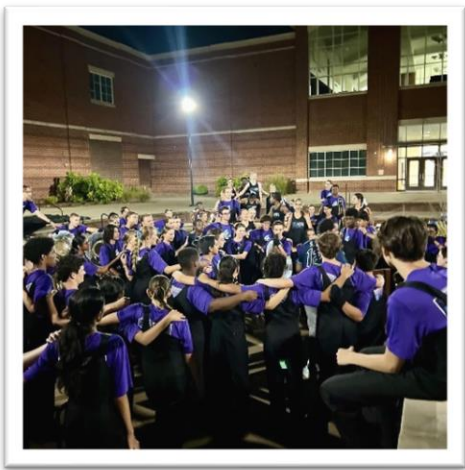
More information and the application for senior parking can be found at [Seniors and Graduation > Senior parking.](#)

Senior - Off-Campus Privilege

This year, seniors can earn the privilege of going off campus for lunch without penalty. To earn this privilege, grades, behavior, attendance, and tardies will be monitored. To earn this privilege, a senior must:

- Have all grades 70 or above
- Have no unexcused absences
- Have three or less tardies (cumulative in all classes)
- Have no behavior write-up that resulted in a consequence

Students will continue to earn this privilege as they meet the criteria for each grading period. The criteria will be revisited every nine weeks. Students will be given stickers for their IDs every 9-week period. Administration has the discretion to remove this privilege due to a major infraction or multiple minor infractions. Emails will be sent to those who earned this privilege to let them know when and where to get their sticker.





Cambridge believes that students who do not feel well cannot effectively learn. Our students must be **Brave** to stay at home if they are not feeling well or to reach out to a trusted adult if they need help. With the B² mindset, our students are **Involved** with peers, **Determined** to help when able, and willing to reach out for more help when it is beyond their abilities. During B², students are **Engaged** in finding ways to connect and achieve. Cambridge is a school with **Generous** support for our students through Teachers, Counselors, Staff, Grad Coach, and Administration. All Cambridge staff and faculty are **Respectful** of student and family privacy when offering support. If a Cambridge student needs help, we are here to **Be the BRIDGE** to strong physical, mental, and social

health.

Student Health

Student Health Services requires that students who are sick, contagious, and/or have a fever greater than 100.4 should not be sent to School. In order to return to School, a student should be fever-free for at least 24 hours without the assistance of medication. If a student becomes ill at School, he/she must report to the Clinic immediately for checkout or dismissal. Failure to do so constitutes an unexcused absence. If a student runs a fever, has a potentially contagious illness, or has a more serious health problem while at school, the parent will be notified to pick up their child immediately. We will not allow a student to drive him/herself home if he/she does not seem able to do so safely. We will not allow a student who is ill to walk home alone. A parent must be reached to obtain permission for the student to drive home, regardless of the student's age. A note may be needed from a doctor in order for a child to return to school.

It is the parent's responsibility to keep the student's health and contact information updated. Friends/relatives should be listed as emergency contacts for students when parents cannot be reached. We cannot send a student home with someone not listed as an emergency contact.

Medication

Students should take medication before or after school; however, if it is necessary for them to take medication during school hours, please contact the Clinic to see if the student can carry the necessary medication or if it must be stored and administered in the Clinic. If it is allowed to be carried by the student, the medication must be carried in its original container. Controlled substances must be stored in the Clinic and have an SHS-1 form with a physician's signature on file for administering the medication. Visit [District Health Services](#) for more information and a medical authorization form.

The Clinic does not keep a supply of any medications (including ibuprofen, Benadryl, or cough drops) to administer to students per Fulton County School's policy. If you have any questions or concerns, please contact Cameron Gaines in the Clinic at 470-254-2536.

Whole Child Approach

At Cambridge, we believe every student needs trusted adults to support them. Every student is assigned a B² teacher who will work with the student for all four years. In addition, our counselors and assistant principals work together so that students have multiple support layers.

Counseling

Cambridge Counselors work with students individually and in groups to aid academic, career, and personal development. In addition to school-based counselors, ~~a graduation coach~~, a social worker, and a school psychologist also support students.

For more information about our counselors and available resources, visit www.cambridgehs.org > [Students and Families](#) > [Cambridge Counseling](#).

Parent Conferences

If a parent has a concern with a specific course, he/she is encouraged to contact the teacher directly. If concerns involve multiple classes, parents should contact the designated counselor to schedule a parent-teacher conference. The most efficient form of communication with our counselors is through email correspondence. If a parent prefers scheduling a meeting with their student's counselor, an appointment must be made in advance. Parents should email their counselor directly to schedule an appointment.

Student Requests to See Counselor

Students are encouraged to walk in before school, during lunch, and after school to see their counselor. Counselors are located in the Bridge West office.

A student may request an appointment with their counselor using the Counseling QR code posted on bulletin boards throughout the school or by visiting Bridge West. A request form may be completed before school, between classes, during lunch, or after school. A student should not be absent from class to make an appointment or visit the counseling office unless they have permission and a hall pass from the teacher whose class they are missing.

In a life-threatening emergency, students should inform the Counseling Assistant in Bridge West, and they will be seen by an available counselor for immediate assistance.

Supporting Students	Counselor
A – Cr	Amey Rishel
Cu – Hi	Victoria Klingel
Ho – Me	Jennifer Evans
Mi – Sa	Frances Meredith
Sc – Z	Samiah Garcia

Support Students	Assistant Principal
A – D	Cindy Weatherford
E – K	Dr. Rebecca Myers
L – Q	Dr. Olga Glymph
R – Z	Dr. Jeff Harrell

Breathe Room

Cambridge has a Breathe Room located in Bridge West. This space is for students who may be anxious or just need a moment to collect their thoughts. The Bridge West Front Office counseling assistant monitors these rooms and will alert a counselor if needed. Students are welcome to use these spaces as needed for brief periods (10 – 15 minutes). The intention is for a brief moment of reflection or meditation, so personal technology is not allowed in Breathe Rooms. These spaces are not meant for skipping class. If a student frequently misses class(es) or is in the Breathe Room for extended periods, counselors will be alerted to determine whether the student needs additional help or needs to be sent home.

Withdrawal from School

To withdraw a student from Cambridge High School, a Request for Withdrawal Form must be completed and submitted at Cambridge High School. Only the parent/legal guardian who enrolled the student(s) may withdraw the student(s). Verification of a parent/guardian driver's license or other state-issued ID will be required at the time of withdrawal. To complete the form prior to visiting Cambridge, visit:

[Request for Withdrawal Form](#)

For questions, please email CHSEnrollments@fultonschools.org.



Student Records

Cambridge High School complies with the Federal Education and Right to Privacy Act (FERPA). Student attendance, discipline, academic, or any personally identifiable information in education records other than directory information shall not be released unless:

- There is written consent from the student's parents/guardians specifying the records to be released, the reason for such release, and to whom. Such information is furnished in compliance with a judicial order or pursuant to any lawfully issued subpoena, provided that parents and students are notified of all orders or subpoenas in advance of compliance.
- Such information is furnished to teachers with legitimate educational interests or officials of other schools or school systems within the public schools of Georgia in which the student seeks or intends to enroll.

Consistent with Fulton County Schools Policy, JR Student Records, records may be released without prior written consent to officials of a postsecondary institution where the student seeks or intends to enroll for purposes related to the student's enrollment or transfer. Upon a request from a postsecondary institution or its designated official(s), the Fulton County School System reports any school misconduct that results in a long-term out-of-school suspension (more than ten consecutive school days), expulsion for more than ten consecutive school days, or an assignment to an alternative program/school. The Fulton County School System expects all students to model a high level of citizenship and responsibility. Therefore, when students are asked on college applications about disciplinary actions during their high school years, students are expected to answer truthfully and completely.

Student Support Services

At Cambridge High School, we are committed to supporting the whole student. Our Student Support Services team works collaboratively to ensure that students have what they need to succeed, not just academically, but also in their overall well-being. Through a range of programs, we provide personalized help with learning, social-emotional growth, and school engagement. Our goal is to remove barriers and build bridges so that every student feels connected, supported, and ready to learn.

We use a thoughtful, data-informed process to identify and respond to student needs. Support may be provided based on classroom performance, assessment results, teacher or counselor referrals, attendance patterns, or input from families and students themselves. Our team works closely with educators and caregivers to make sure interventions are timely, appropriate, and aligned with each student's learning goals and personal growth.

A Tiered System of Support: Building *Bridges*, Not Barriers

At Cambridge, student support is built on a Multi-Tiered System of Supports (MTSS)—a structure that helps us identify and respond to student needs in a timely and intentional way. Think of MTSS as a bridge: strong at its foundation and designed to carry all students across the challenges that may come up on their educational journey.

We begin with a strong foundation of school-wide practices—solid instruction, supportive relationships, positive expectations, and engaging environments—for every student. As

individual needs emerge, we build additional levels of support that are more focused, more personalized, and more intensive.

Just like a bridge adjusts to hold more weight in key spots, our system becomes stronger as we respond to what students truly need. By using data, teacher insight, student feedback, and family input, we make sure the right supports are in place—before students fall behind.

Key Areas of Support at Cambridge

Support Area	Description
RTI (Response to Intervention)	A structured, tiered system used to identify and respond to academic and behavioral needs. Interventions are monitored and adjusted based on student progress. Supports can take place in the classroom/B ² or through additional services and are designed to prevent small challenges from becoming long-term barriers.
Targeted Academic Supports	Cambridge provides multiple layers of academic support for students who need small group instruction, targeted strategies, or scaffolding to master grade-level material. This may include placement in intentionally designed class settings where math or reading instruction is embedded into core subjects like science or social studies, instruction from teachers with advanced training in literacy or numeracy, and access to extended learning opportunities such as after-school tutoring. Supports are built around student needs and delivered in a way that reinforces content while building confidence and skills.
Attendance Support	Proactive monitoring and outreach to improve student attendance. Includes tiered supports, student goal-setting, family partnerships, and strategies that help students re-engage and show up consistently. Attendance is a key indicator of student success and is addressed through positive reinforcement and personalized support.

Social-Emotional Support	Services that help students build self-awareness, manage emotions, and navigate school relationships. May include individual check-ins, small group sessions, conflict resolution, or coordination with school counselors and social workers. These supports are designed to foster belonging, resilience, and healthy connections within the school community.
Student Success Skills	Skills-based instruction that supports students' ability to stay organized, set goals, manage time, and advocate for themselves. Often embedded during B ² or within support classes, this area helps students develop the habits that lead to long-term success both in and out of the classroom.
Student Support Team (SST)	A collaborative team that reviews student data, coordinates interventions, and develops individualized support plans for students with persistent academic, behavioral, or attendance challenges. SST may also determine if students need a referral for further evaluation or services. Parents and caregivers are important members of this process.
504 Plans	School-based plans that provide accommodations for students with documented disabilities, ensuring equal access to learning and the classroom environment. Plans are created through a formal process that includes family input and teacher collaboration.
Special Education Coordination	Collaboration between general education and special education staff to ensure that students receiving IEP services have aligned academic supports, smooth transitions, and inclusive learning experiences whenever possible. Our goal is to support every learner in accessing rigorous instruction in the least restrictive environment.

What This Looks Like for Students

Student support at Cambridge is not one-size-fits-all. Depending on the need, students may receive help through small group instruction, scheduled support classes, one-on-one check-ins, or team-based planning. Our goal is to meet students where they are, provide what they need, and make sure every student is on a path toward growth.

Here are just a few examples of what this might look like in action:

- A student attends a support class where literacy strategies are embedded into their science course.
- A student struggling with attendance meets weekly with a trusted adult to set goals and track progress.
- A teacher refers a student for additional help, leading to targeted math intervention during B².
- A student with an IEP or 504 plan receives classroom accommodations and check-ins to ensure access to learning.
- A small group meets during B² to build self-management or organization skills.
- A parent is invited to an SST meeting to partner in developing a plan for academic or behavioral support.

Support is not a stop sign—it's a launch pad. At Cambridge, we offer these resources to help students build confidence, close gaps, and re-engage with learning. Whether a support is in place for a few weeks or an entire semester, our goal is never to keep students stuck, but to help them strengthen skills, overcome challenges, and move forward. With the right tools, relationships, and timely support, every student can grow and thrive.

Student Support Point of Contacts

Support Area	Point of Contact	Title	Email
Student Supports Admin	Jeff Harrell	Assistant Principal	harrellj@fultonschools.org
Multi-Tiered System of Supports	Geri Southall	MTSS Coordinator	southall@fultonschools.org
Math Support Services	Francine Moreno	RTI/EXL Chair - Math	morenof@fultonschools.org
Literacy Support Services	Korin Pinsky	RTI/EXL Chair - Literacy	pinskyk@fultonschools.org
Attendance/School Engagement Support Services	Kaitlyn Lynch	School Social Worker	lynchk2@fultonschools.org
Social-Emotional Supports	Counselor	Based on the student's last name	Student's counselor or Counseling PA - thimsenk@fultonschools.org
504 Plans	Anne von Bereghy	504 Coordinator	vonbereghy@fultonschools.org
Special Education Services	Renee Jerome	Instructional Support Specialist	Jerome@fultonschools.org

Attendance

Why Attendance Matters

At Cambridge High School, we believe attendance is a community effort. Being present—on time and every day—is one of the strongest predictors of academic success, student well-being, and postsecondary readiness. Our data shows that when students miss more than 10% of school days, they fall behind academically and disengage socially.

In the 2024–2025 school year, our chronic absenteeism rate was 21.2%. Our goal for 2025–2026 is to reduce this rate to below 17%, with a special focus on building a Cambridge community culture that values instructional time and achievement in academics, arts, and athletics.

We are committed to meeting this goal together. Families should expect weekly attendance updates from the school and consistent communication if a student becomes at risk. Every student matters—and every day counts.

Tiered Attendance Supports

We use a tiered system to identify and support students based on their attendance patterns:

- Tier 1 – For all students: schoolwide messaging, attendance incentives, classroom recognition, and regular communication.
- Tier 2 – For students with 5–9 absences: targeted outreach, mentor check-ins, parent phone calls, and goal-setting.
- Tier 3 – For students with 10+ absences: case management, family meetings, social work referrals, and support plans.

Families of students in Tiers 2 and 3 will receive more frequent communication, resources, and follow-up to help remove barriers to attendance. We are here to partner with you.

Setting up Attendance Alerts in Infinite Campus

Visit the Fulton County Schools Campus Parent and Student Portal for step-by-step instructions for setting up attendance alerts. [Infinite Campus Portal Instructions](#).

How to Report an Absence

If your student is absent:

- Submit a parent or doctor's note to the Attendance Office collection box within 3 school days of returning.
- Include your student's full name, date(s) of absence, and reason.
- An absence of 20 minutes or more in a class counts as a full class absence.

Excused Absences

The following absences are excused per Georgia law and district policy:

1. Personal illness
2. Illness or death in the immediate family
3. Religious holidays
4. Court or government mandates
5. Military deployment or leave of an immediate family member
6. College visits or interviews (pre-approved)

7. Civic participation (voting, jury duty)
8. Important family milestones (graduation, weddings, etc.)
9. Other pre-approved absences

Written verification is required. Doctor's notes may be requested after multiple absences.

Unexcused Absences

Absences without proper documentation or that do not meet the excused criteria above are considered unexcused. "Skip days" are not recognized and are unexcused.

Planned and Pre-Approved Absences

Students may request up to 5 days of pre-approved absences per semester, totaling 10 per school year. Requests beyond 5 days will require an extended administrative review and are unlikely to be approved unless exceptional circumstances apply (e.g., family emergency, military leave, immigration processing).

If your student has a planned absence (e.g., travel or college visit):

- Three (3) days prior to absence - Notify teachers and the Cambridge Attendance Office (chsattendance@fultonschools.org).
- Minimum of one (1) day prior to absence - Submit a Pre-Approved Absence Form and a parent note to the Attendance Office.
- Extended absences (10+ days) may require withdrawal and re-enrollment.
- Absences will not be approved during the last few weeks of a semester.

Remote Learning Attendance

Students can substitute up to 5 absences per semester (a max of 10 per year) with a remote learning day by meeting the remote learning participation benchmarks (listed below). This would result in the student being counted as present for the day(s) they participate remotely.

- For security reasons, students who are out of the country may not participate in remote learning.

Students must meet the following participation benchmarks to receive credit for attending in a remote learning setting:

- Must participate in over half of the school day to be given credit for attendance
- Participation in synchronous instruction remotely,
- or, participates asynchronously as defined by the teacher

To be considered absent but present, work that is assigned must be submitted within 2 days of absence. Students may not use a remote learning day on a summative assessment day.

College Visits

Juniors and seniors may take up to 6 college visitation days prior to May 1. Pre-approval is required for all visits and follows the same process as other pre-approved absences.

Make-up Work

Students have the same number of days as their absence to complete missed work. It is the student's responsibility to request and complete assignments.

Check-in and Check-out Procedures

Planned Checkout:

- Students bring a signed note with the checkout time and whether they're being picked up or driving to the Attendance Office, and receive a pass.
- They check out using the Attendance Kiosk with a pass from the office.

Unplanned Checkout:

- Parent/guardian must present ID at Bridge East to check out a student.
- During lunch periods, checkout may be delayed due to student location.

Clinic Checkout:

- Students feeling unwell must report to the Clinic. If checkout is approved, parents will be notified.
- Drivers must have parent email verification before leaving.

Holiday Checkouts:

- Students must be checked out in person by a parent/guardian before major breaks.

Tardies & Late Check-Ins

Students arriving late must check in at the Attendance Office Kiosk.

- Arriving within 20 minutes = Tardy
- Arriving after 20 minutes = Class Absence

Tardy Consequences (reset every 9 weeks):

- 1-3: Teacher determined PBIS response
- 4+: Administrative referral

Activity & Sports Participation

To participate in field trips, clubs, or athletics, students must attend school regularly and be in class for at least half the school day on the day of the activity, or the school day prior for weekend events. Students with excessive absences or tardies may lose eligibility.

Note: Students traveling outside of the continental United States will not have access to the school network. Students are required to make up any missing work, including tests, quizzes, and projects, upon return to School. [Pre-approval Form.](#)

Dexter Mosley Students

Students attending under the Dexter Mosley Act must arrive on campus immediately before their class(es) and leave campus immediately after their class(es). Students may return to School after dismissal for club and athletic participation.

Virtual Classes, Dual Enrollment, Senior Reduction, and Work-based Learning

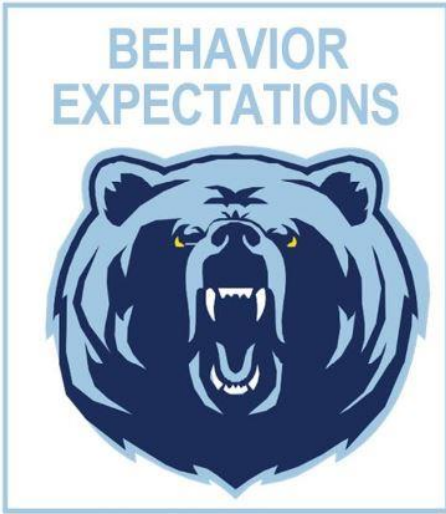
Students taking an FVS or GAVS class during the school day are required to be off campus. Students are not allowed to leave campus for lunch without a Senior Privilege sticker on their School ID. Dual Enrollment and/or Virtual Classes are assigned at the beginning and end of the day. Students are allowed to come to campus late or leave campus early to complete their DE/Virtual courses at home. Teachers are not allowed to send students off campus to pick up materials or food for classes.

Students will have stickers on their IDs illustrating the class periods they are allowed to be off campus for virtual or dual enrollment classes.

Inclement Weather Days

In the event of severe weather, Fulton County Schools may initiate asynchronous learning or "remote learning" from home. If the district declares an inclement weather day, a robocall will be initiated with an email to all parents and families. Fulton County Schools' social media and website will also post information and report to local news stations. As a school, Cambridge will also announce on our website and initiate contact as needed. On these days, teachers will post assignments on Canvas for all students to access and complete.





On and off-campus, students are expected to represent Cambridge well. This means in a classroom, on a playing field, in a club meeting, in the audience or in the stands, or at a volunteer opportunity in the community, students are expected to model the code of **B² (Be the BRIDGE)**. Students are expected to be **Brave** with sharing their perspectives during class. Students are expected to be **Respectful** when others share their backgrounds or experiences. All Cambridge students should be doing the difficult work of being **Involved** in finding solutions, rather than just problems, on our campus, our community, and our world. CHS students are **Determined** to do their best and be their best selves, whether in person, via text, or on social media. B² means Cambridge students are **Generous** to commit their time and energy to help those in need. B² also

means that students, parents, teachers, staff, and administration are all **Engaged** with our campus and community and are present to cheer on the Bears at all events.

B² is a commitment to learning about where we are, who we are, and how we got here so that we can get to where we want to go in the future. B² is not just a set of behavior expectations. It is a mindset.

Be The B.R.I.D.G.E	Learning Environment	Hallways	Cafeteria	Restrooms	Activities
Brave	Actively listen and contribute	Report suspicious behavior or visitors	Use manners and practice patience		Be positive
Respectful	Listen to others' perspectives	Be considerate of others' personal space and belongings	Be considerate of others' personal space and belongings	Be considerate of others' personal space and school property	Honor people and property
Involved	Offer solutions and solve problems	Be aware of your surroundings	Clean up after yourself	Follow the rules and procedures	Promote school spirit
Determined	Show grit and persistence	Move with a purpose	Use your time wisely	Get in and get out	
Generous	Praise others	Show kindness to others	Be courteous to all		A.I.A.T.T. All In All The Time
Engaged	Be productive	Be on time		Clean up after yourself	Represent yourself and Cambridge with pride

Behavior Expectations

The above matrix defines minimum behavioral expectations across multiple environments at Cambridge. Within each of these environments, core values have been identified to aid in the essence of being a Bear. Additionally, identifying the values of the matrix will help serve as a foundation for our school culture. Further, the matrix provides a common language for all surrounding behavior expectations.

2025-2026 Fulton County Schools Student Discipline/Code of Conduct

[Fulton County School 2025 – 2026 Student Code of Conduct & Discipline Handbook](#)

This document serves as the school's guide for addressing student behaviors along with FCS Board Policy.

Possible Consequences for Rule Infractions

Lunch Detention

For some discipline infractions, the administration may use lunch detention as a consequence of student behavior. Students may eat, read, and study during their lunch period in the assigned room for lunch detentions. Once students are in the lunch detention room, they may not access technology (either laptops or phones) during Lunch Detention.

Teacher Detention

Teacher detention serves as an opportunity for the teacher and the student to address a behavioral concern from their class period together after the administration and parent/guardian have been contacted about the situation at hand. Teachers may assign one Teacher Detention per student per 9 weeks. Continued behavior violations of the FCS Code of Conduct will result in increased consequences for the student. Teacher detention is from 3:40 pm to 4:10 pm in the teacher's classroom on the date set by the teacher.

After School Detention

For some attendance and behavior infractions, an administrator may assign students detention. Detention is held Monday/Wednesday from 3:40 pm - 5:40 pm and on Friday from 3:40 pm - 7:40 pm. A student will be given a 24-hour notice prior to serving. Students may not access technology (either through laptops or phones) during Administrative Detention. Assignment to detention cannot be appealed beyond the assigned assistant principal. Failure to attend assigned detention will result in further consequences.

In-School Suspension (I.S.S.)

For some disciplinary infractions, students may lose the privilege of attending their classes in person. Students assigned ISS will report to a location within the school where all work for the day will be completed and lunch taken. Cell phones are not permitted in ISS. Teachers may check in on students in ISS on an as-needed basis. ISS may range from one to five days. Students may not access technology (either through laptops or phones) during In-School Suspension.

Admin will notify the teacher via email of the ISS and ask for the following:

- Teachers will provide work with detailed instructions on when, where, and how they expect the work to be delivered to the student, completed by the student, and returned to the teacher.
- If assignments/tasks are in Canvas, the teacher will provide a list of the assignments/tasks with instructions on how to access each item.

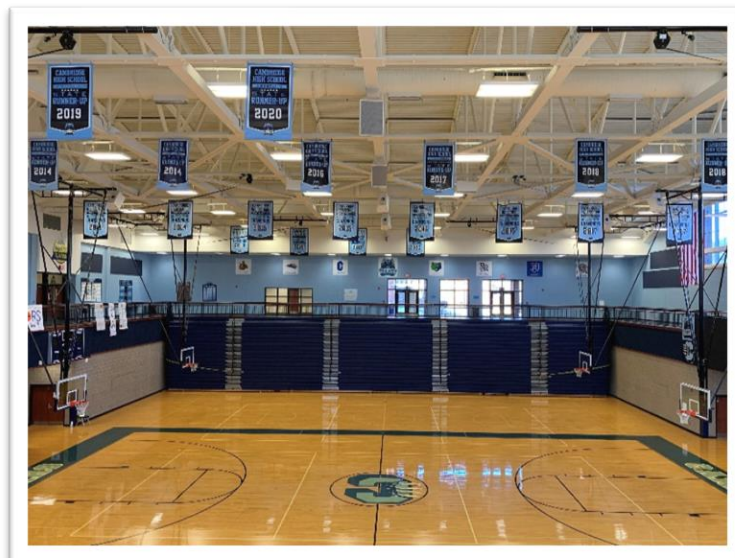
Out-of-School Suspensions (O.S.S.)

For some attendance and behavior infractions, a student may have their privilege to attend school suspended; suspensions may range from one to ten days. Students suspended from school for three or more consecutive days could obtain homework and assignments by communicating directly with their teachers. The administration will notify the student's teachers of O.S.S. is assigned.

Students suspended from school must not be on school property for any reason, including extracurricular social activities, practices, or sporting events. O.S.S. is considered an excused absence. Appeals must be presented in writing to the principal.

Tribunal

Tribunal infractions include but are not limited to the following: Use, possession, sale, or transfer of drugs/alcohol, arson, bomb threats, threats to the safety of the school population, possession of a deadly weapon, assault or battery of school employee, as well as being a habitual violator of school rules and regulations. The Tribunal process is managed through the FCS Office of Student Discipline, who will communicate directly with parents regarding the process.



Common Discipline Infractions and Consequences

Behavior	Infraction	1 st Offense	2 nd Offense	3 rd Offense
Tardies – 4 minors become a major in 1 class	12a Excessive Tardies/Skipping	Lunch Detention	2-Hour After-School Detention	4-Hour After School Detention
Tardies – 10 Cumulative classes	12a Excessive Tardies/Skipping	Admin Conference	Lunch Detention	2-Hour After School Detention
Skipping	12a Excessive Tardies	Lunch Detention	2-Hour After-School Detention	4-Hour After School Detention
Leaving Campus	12a Excessive Tardies/Skipping and 12b Leaving Campus	12a – Admin Conference 12b – 2-Hour Detention	4-Hour After School Detention	1 Day ISS
Vaping without use of possession proof	7a Failure to follow rules	Lunch Detention	2-Hour After School Detention	4-Hour After School Detention
Vaping with use or possession	14a Tobacco/Vaping use/Possession	2-Hour After School Detention	4-Hour After School Detention	ISS

Honor Code

If students are the BRIDGE to their best selves, that includes being DETERMINED to turn in work that is their own. It means being Respectful of teachers and peers through honesty and integrity. It means being Brave by refusing to share work with others. At Cambridge, plagiarism, cheating, and/or lying are unacceptable behaviors.

Definitions:

- Plagiarism is presenting someone else's work or ideas as your own, with or without their consent.
- Cheating is to act dishonestly or unfairly to gain an advantage.
- Lying is intentional falsification or denial of fact or intent to create a false impression.

As admin, teachers, staff, and parents, we must be involved and know that learning includes collaboration and the sharing of ideas. Students must be Engaged and ask questions to seek clarity and direction on what collaboration (if any) is allowed for specific projects, assignments, or tasks. Teachers must be Generous to offer time, help, redirection, and instruction on expectations for student work in the classroom.

All Honor Code violations will be investigated, and consequences will be given based on the level of severity. An Honor Code violation on homework, quizzes, or classwork (practice or minor category in the grade book) will be handled by the classroom teacher and will not necessarily be referred to the administration. Exceptions to this will be based on frequency or

cumulative infractions.

Honor Code violations of major assessments (exams, tests, projects, essays, etc.) will be referred to the administration, resulting in disciplinary consequences. Additionally, Major Honor Code violations will be reported to Honor Society Sponsors (subject to the Society's bylaws, dismissal is possible). Further, Major Honor Code violations will be reported to College Admissions Officers or Scholarship Committees upon request.

Students suspected of a Major Honor Code violation will be reported to the administration, and the following process will occur:

1. Staff member(s) involved will submit a statement describing any observations and/or evidence of the violation. Copies of the student's work will be submitted as part of the statement.
2. The student's administrator will ask the student to submit a written statement regarding the alleged violation. If a student refuses to write a statement, the investigation, decision, and consequences will still move forward.
3. The administrator will complete a full investigation, collecting all statements and evidence. This may include statements from other students and/or staff.
4. The investigation will be submitted to a panel of administrators for a decision and recommendation of consequences.

If found in violation of the Honor Code Policy with a Major Honor Code infraction, a student will be asked to complete a remedial or alternative assignment within five days of being found in violation. Students will be allowed to earn partial credit on the remedial/alternative assignment up to 50%. The teacher may ask that this assignment be completed under the supervision of a school staff member. The student and the teacher must agree on a reasonable timeframe for the resubmission of the assignment. Honor Code Violations carry both academic and disciplinary consequences. For further information, see Fulton County Schools Board Policy JCD, Student Academic Integrity.

Cambridge High School and Fulton County Schools Limited AI Use with Teacher Permission

At Cambridge, the use of generative AI tools is permitted only with explicit teacher approval for specific assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. If AI tools are used, all AI-generated content must be accurately cited, and students are responsible for the integrity and correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Unauthorized use of generative AI, without proper citation, is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.

Cambridge High School Technology Policy

Cambridge High School believes technology is an integral part of education in the 21st century, and technology will be utilized and integrated throughout the curriculum.

The Fulton County Schools Board of Education has updated its Electronic Communications Policy to align with Georgia House Bill 340 (Distraction-Free Education Act). The policy adoption restricts high school students (grades 9 – 12) from using personal electronic devices during instructional time.

What does this mean? It means all students will be required to use a Fulton County Schools-issued device – no more personal devices on campus. Students are allowed to have cell phones, but they must be away, with no access, during class periods. Students will not be allowed to use their own laptops, tablets, watches, smart-glasses, and headphones on campus. More information on devices can be found on our [Office of Information Technology webpage](#). More information will be shared – just wanted to make you aware.

In addition, using a cell phone or other personal communication device to record a fight, battery, or any other inappropriate content and either sharing with others (e.g., airdrop, nearby share, ShareIT, etc.) and uploading the video to any other type of social media/web-based media is also strictly prohibited. Consequences for doing so may result in up to a 10-day suspension and a referral for a discipline hearing with a recommendation for long-term suspension.





High School is not just about academics. When joining a high school, students, parents, teachers, and staff join a community. Students can be **Brave** by joining groups or teams. Getting **Involved** is the best way for students to explore interests, talents, and possibly even a future career. At Cambridge, we are **Determined** to give every student the experiences that will help them grow in leadership, and we are **Respectful** of a student's right to try new things or take a year off from a club or sport. **B²** means the entire Cambridge community will be **Engaged** at events and **Generous** with their applause and cheers for our Bears at games, competitions, and performances.

Be the BRIDGE by trying out new hobbies and sports and making friendships that will last a lifetime. All extra-curricular activities have the same behavior expectations that are in effect during the regular school day for student spectators and participants. Students must be counted present in School on the day of the activity in order to participate in any practice, performance, and/or game. A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the district and School. The community, school administrators, and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program. The welfare of the student is our major consideration and transcends any other consideration.

All students shall abide by a code of ethics that will earn them the honor and respect that participation and competition in the interscholastic activity program affords. Any conduct that results in dishonor to the students, the team, the School, the club, the honor society, or the community will not be tolerated.

Clubs and Organizations

A complete list of Club offerings can be found at Cambridge Clubs and Student Organizations. This section is updated throughout the year as new clubs are added. Each club and honor society has different rules or bylaws; some will have club dues. Check out our website for more information on how to get involved. Here are just a few of the clubs and honor societies available at Cambridge:

- Bear Ambassadors
- BETA
- Computer Programming Club
- DECA
- FBLA (Future Business Leaders of America)
- FFA
- Girls Who Code
- Habitat for Humanity HOSA
- Interact
- Junior Classical League
- Mock Trial

Model UN
 National Honor Society
 Red Cross Club
 Student Council
 Technology Student Association (TSA)
 Tri-M Music Honor Society
 Unity and Diversity Club
 Women in Stem

Athletics

CAMBRIDGE ATHLETICS
2024-2025 ACCOMPLISHMENTS

2 STATE CHAMPIONSHIPS **STATE RUNNER UPS 1**

GADA DIRECTORS CUP **STATE FINISHERS**
4th OVERALL **3rd GIRLS** **4th BOYS**
2 3rd PLACE
3 FINAL 4 / 4th PLACE
1 5th PLACE
4 TOP 10

6 INDIVIDUAL STATE CHAMPIONS **8 REGION/AREA CHAMPIONSHIPS**
7 REGION/AREA RUNNER UPS

ATHLETES SIGNED NLI 24 **1st REGION 6AAAA ALL SPORTS AWARD**
2 STATE PLAYOFF TEAMS **6 CONSECUTIVE YEARS**

We cannot wait to see what 2025 – 2026 brings! Students who do not wish to try out or participate are always welcome to cheer on their friends and our athletes from the stands and sidelines. More information on Cambridge Athletics can be found at www.CambridgeBears.com.

Listed below are sports available for our students for the 2025-2026 school year:

Boys Sports:

- Baseball
- Basketball
- Cross Country

Football
Golf
Lacrosse
Soccer
Swimming & Diving
Tennis
Track & Field
Wrestling

Girls Sports:

Basketball Cheer
Football/Competition Cheer
Basketball
Cross Country
Dance Team
Flag Football
Golf
Gymnastics
Lacrosse
Soccer
Softball
Swimming & Diving
Tennis
Track & Field
Volleyball
Wrestling

Student/Athlete Attendance

All athletes shall report to School on time the day after any athletic event. Athletes may be deprived of future participation for failure to do so. Athletes must be present one half of the day (12:00 pm) on the day of any event for eligibility to practice or play in games.

Eligibility

Students must pass five of six classes the semester before their sport in order to be eligible to try out and/or join the team. For example, a student must pass five of six classes in Spring to be eligible for a Fall or Winter sport; a student must pass five of six classes in Fall to be eligible for a Spring sport.

Personal Fitness Waiver

Cambridge High School students who meet one of the following criteria have the option to exempt Personal Fitness, a physical education course required by the Georgia Department of Education (Personal Fitness (35.0510009)). Students will NOT receive credit (Carnegie Units) for the course, but the transcript will reflect that the student is exempted from the course, thereby satisfying the State BOE requirement.

Requirements for Waiver:

- 1 Season of a GHSA sport*

- 1 Season of a Non-GHSA sport
- 1 Season of Marching Band
- 0.5 credit of Dance, Cirque, or Physical Education electives

Non-GHSA sports must have a clear start and end date, a defined practice schedule, involve physical activity, and include a record of participation. Program sponsors must provide documentation ensuring that a student has completed the above requirements in good standing. *Excludes One-Act Play, Literary Competitions, and Esports

More information can be found on our website at www.cambridgeHS.org > Academics > [Personal Fitness Waiver](#).



Resources

Visit our website, www.cambridgehs.org for the latest information. Here are some additional resources:

Fulton County Schools:

- Fulton County Schools website: www.fultonschools.org.
- FCS Transportation: [Transportation / Transportation Department Overview](#)
- FCS Nutrition: [Menu Calendar \(fultonschools.org\)](#)
- myPayments plus (school meal payments): [My Payments Plus](#)

Cambridge High School

- Athletics: www.cambridgebears.com
- Staff directory: [Directory / School Directory](#)
- Attendance Office: [Attendance Guidelines / CHS Attendance Expectations](#)
CHSAffendance@fultonschools.org
- Counseling: [Counseling Department](#)
- Frequently Requested Forms: [Forms](#)
- Seniors and Graduation: [Seniors and Graduation](#)
- Cambridge High School PTSA: [Cambridge High School PTSA - Login](#)
 [\(membershiptoolkit.com\)](http://membershiptoolkit.com)

Policy Review

The policies in this handbook are reviewed annually by the Cambridge Leadership Team to determine necessary revisions, additions, or changes as updates to Board policy and Cambridge guidelines are ongoing. The policies set forth in this book were reviewed during the summer of 2025 for publication in August of 2024. Addendums, revisions, or changes may be made at any time by the administration or by the Fulton County Schools Board of Education.