

ALPHARETTA

HIGH SCHOOL



**2026–27 Handbook
for Students and Parents**

About this Document

The Handbook for Students and Parents is designed to provide members of Alpharetta High School's community the information, practices, and rules that shape and guide the school's environment, members, and activities. All school practices and procedures are developed to support and maintain compliance with the Fulton County School Boards policies.

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

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

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



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Mission

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

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

About AHS

Alpharetta High School is located at 3595 Webb Bridge Road, just east of downtown Alpharetta in the north metro Atlanta area. The school opened in 2004 and currently maintains an enrollment of just over 2200 students from the Alpharetta community.

Since 2023, Mr. Mike Scheifflee has provided leadership for AHS with a focus on strengthening student achievement and teacher quality. Alpharetta High School's parents offer a remarkable level of support through the PTSA, The Alpharetta High School Foundation, and numerous booster organizations.

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

Alpharetta High School is a part of Fulton County Schools and holds accreditation with AdvancED. Since 2018, AHS has been an International Baccalaureate World School authorized to offer the Diploma Programme.



alpharettahs



Alpharetta
High School
Community



@alpharettahs1

Mission

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

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

Vision

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

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



Mike Scheifflee began his educational journey at Alpharetta High School in 2004.

Mr. Scheifflee earned his Bachelor of Science in Art Education at Indiana University of Pennsylvania, his Master of Education in Art Education from the University of North Georgia, and his Specialist Degree in Educational Leadership from Valdosta State University. He taught art and became the Fine Arts Department Chair and in 2013 also assumed the role of Athletic Director for the school.

By 2017, Mr. Scheifflee moved into administration as an Assistant Principal at Alpharetta HS before being named principal in 2023. Mr. Scheifflee has been honored to be a part of the visionary work at Alpharetta HS, and he is committed to improving the Alpharetta HS student experience by focusing on continued student achievement, authentic educational experiences inside the classroom and out, and ensuring all students reach their full potential through the school's multitude of academic, athletic, artistic, and altruistic opportunities.

Mike and his family, wife Amy, and sons Brayden and Parker, look forward to continuing as honorary Alpharetta HS ambassadors. As Mr. Scheifflee enters each year at Alpharetta HS, he is excited to lead the school community in celebrating Alpharetta High School's dedication to providing quality education to all students.

GO RAIDERS!



Mike Scheifflee

Principal

Through his varied professional experiences, he has successfully built relationships with students of all backgrounds, from artists to athletes, and looks forward to supporting all of the students' interests represented at Alpharetta HS going forward as principal!

Be sure to stay connected throughout the school year by following him on social media.



scheifflee_ahs



Principal Scheifflee



@scheifflee_ahs





Errol Dice
Assistant Principal

Errol Dice is an Assistant Principal at Alpharetta High School, where he brings warmth, dedication, and a passion for student growth to the Raider community. He began his administrative career in Fulton County Schools at Westlake High School in 2013 and later served as a district Behavior Specialist before joining Alpharetta in 2016.

Known for his fun-loving and caring personality, Errol is deeply committed to supporting and inspiring youth through education. He enjoys working with children and takes pride in leading others to positively impact students' lives. Outside of school, Errol loves traveling, spending time with family, and hosting financial literacy workshops to empower families.



Clair Greenaway
Assistant Principal

Mrs. Greenaway has proudly served as a Raider since 2010, bringing exceptional leadership to Alpharetta High School as Assistant Principal. A distinguished educator with degrees from Brown, Clark Atlanta, Troy State, and West Georgia, she began her career in 1995 as a Science teacher and later became a counseling leader at Northview High.

At AHS, she oversees Counseling, Science, and World Languages, manages student data systems, and crafts the master schedule. This year, she celebrates 30 remarkable years with Fulton County Schools. Education runs deep in her family—her husband is a fellow FCS counselor, and both children are proud AHS graduates.

Ms. Johnson has proudly served Alpharetta High School since 2007. She began her career as a math teacher and graduation coach before becoming Assistant Principal in 2013. Passionate about student success, she supports academic, social, behavioral, and emotional development.

Ms. Johnson holds degrees in education from Mercer University and Valdosta State University, along with an accounting degree from Georgia College and State University. She currently oversees the Math and Special Education Departments, manages scheduling for all IRR and ID students, and supervises Teacher Certification. Her commitment to excellence and student growth continues to make a lasting impact on the school community.



Tina Johnson
Assistant Principal

Mrs. Ketchup is beginning her ninth year at Alpharetta High School and her third year as Assistant Principal. She continues to lead the English Language Arts (ELA), English to Speakers of Other Languages (ESOL), and Fine Arts departments. In addition to her academic leadership, she serves as the primary coordinator for Safety and Security, ensuring a safe and supportive environment for all students and staff. Her dedication to education and student success is evident in all she does.

Fun fact! While attending college, Mrs. Ketchup performed with the Howard University Choir at the prestigious Kennedy Center Honors!



Sharolyn Ketchup
Assistant Principal





Michelle Copeland
National Testing Coordinator

Michelle Copeland has been a proud member of the Alpharetta High School faculty since 2012. After 13 amazing years of serving students in the Fine Arts Department, she now joins the administrative team as the school's Testing Coordinator.

A passionate and dedicated educator, Copeland was named Alpharetta's 2022 Teacher of the Year and has earned numerous accolades throughout her career as a choral educator. She was elected Choral Division Chair of the Georgia Music Educators Association for 2023-2025 and received the 2021 GMEA Volunteer of the Year award. She looks forward to supporting the broader school community in this new role.



Jaclyn Johnston
MTSS/504 Coordinator

Jackie Johnston joined Alpharetta High School in 2022 and became part of the administrative team in 2024. This year, she supports national assessments, 504 plans, and student and staff engagement.

Jackie is passionate about creating a supportive and welcoming environment for students and staff. Be sure to look for her at morning and afternoon buses as she's always there with a smile to start and end your day!

Frank Fortunato has served at AHS since 2010. He earned his BA from the University of Georgia and an MA from Dallas Theological Seminary. During his time in the classroom, he taught English as well as launched and advised the school's creative arts magazine, was named Teacher of the Year in 2013, and served as English Department Chair.

Since 2015, Mr. Fortunato has led the school's International Baccalaureate Diploma Program, oversees Talented and Gifted initiatives, and coordinates major community events that connect students, families, and faculty. As self-appointed "King Nerd" and a robust coffee aficionado, he proudly has the nerdiest office in the building in suite 1220.



Frank Fortunato

*International Baccalaureate
Magnet Program Coordinator*

Alona Shupe joins the Alpharetta High School team after 19 years as a Spanish teacher, including the last 16 years at Hopewell Middle School. Throughout her career, she has served in several leadership roles, including World Language Department Chair and Eighth Grade Level Chair.

She earned her bachelor's degree from the University of Georgia, her master's degree from Michigan State University, and her Educational Leadership Certification from Georgia Southern University.

In her free time, she enjoys a great cup of coffee, getting lost in a good book, and traveling to new places. She is excited to support students, staff, and families in her new role and is proud to be part of the Raider Nation.



Alona Shupe

AP/National Testing Coordinator





Alejandro Romero
Athletic Director

Mr. Romero earned his Bachelor of Arts in Spanish and his Master of Arts in Teaching from Georgia College & State University, followed by a Specialist Degree in Curriculum & Instruction from Piedmont University. He joined Alpharetta High School in 2015 and is now in his 11th year serving the Raider community.

Throughout his time at Alpharetta, Mr. Romero has held multiple roles including Spanish Teacher, Department Chair, Head Men's Soccer Coach, and Assistant Athletic Director. In 2025, he stepped into the role of Athletic Director, where he continues to lead with passion, integrity, and a commitment to student growth both on and off the field.

Mr. Romero is dedicated to fostering a culture of excellence and unity through the vision of "All in All Raider," emphasizing core values that support student-athletes in becoming disciplined, team-oriented, and engaged leaders. His work reflects a deep belief in the power of athletics to shape character and build community.

Alejandro and his wife Blair are proud Alpharetta residents, raising their three children (Luca, Brody, and Cora) as part of the Raider family. As he continues his leadership journey, Mr. Romero looks forward to advancing the mission of Alpharetta Athletics and supporting all students in reaching their full potential.

Other Instructional Leaders

Mike Womack	English Language Arts and ESOL
Tolga Ayan	Mathematics
Penni Johnson	Science
Adam Smiley	Social Studies
Taylor Blankstein-Miller	World Languages
Kendra Magill	Fine Arts
Marshall King	Career Technology
Allen Strohecker	Health and Physical Education
Danita Chiclana	Interrelated Resources (IRR)
Kaleigh Schlosser	Intellectually Disabled (ID)
Brandi Taylor	Head of Counseling
Amy Landi	Instructional Support Teacher (IST)
James McMahan	Media and Technology Instruction (METI)

Building Information

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

Clinic

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

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

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

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

All prescription medications are required to be kept in the Clinic with a signed doctor's authorization form and parental letter providing specific instructions. All medications must be in the original labeled container.

Room Numbers

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



The first digit is the building or wing:
Example: 2315

Main Building

1 = Central Hallway
2,3,4,5 = Academic Halls

Other Buildings

6 = Gymnasium
7 = Fine Arts building

The second digit is the floor/level:

Example: 2315

1 = Lower Level
2 = Middle/Main Level
3 = Upper Level

The last two digits are the room number:

Example: 2315



Building Information, continued

Lockers

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

HELP! My locker's...

In the event that you have an issue with your locker, don't panic! Sometimes you might find your locker hard to open or maybe you've just forgotten your combination. Visit suite 1220 for help with accessing your locker.

For concerns about locker security, contact our Campus Security Consultants.



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

Media Center

The media center is open from 7:45-3:45 each school day. It serves as a hub for information, learning, and exploration, providing a space for collaboration, research, and creativity.

Media Center Visitation

Students must check in upon entering the media center. This includes during lunch and before first period. During instructional hours, students must have a pass signed by a teacher (sticky notes do not count).

Media Center Usage

Students may study independently, do small group work, read and check out books, or do quiet structured activities (chess, jigsaw puzzle, etc.). Eating, drinking, and using cellphones are not allowed, including during lunch and before 1st period. Clear water bottles are permitted.

Students must sign up for study rooms at the circulation desk. These are to be used for small group study and collaboration only.

Book Checkout

Students may borrow up to five books for a two-week period, with two renewals. There are no fines for overdue books. Lost or damaged books must be paid for. Students must pay their fine in OSP.

Campus Safety

Mornings at AHS

The school building is open to students beginning at 7:30am. Students arriving to campus may enter at the bus zone or the cafeteria via the patio.

At 8:15 a.m., a warning bell will ring communicating to students to proceed to their 1st period classroom. The school day will begin at 8:20 a.m. Students who arrive to campus after this time must check in at the Attendance Office.

The table here outlines students' choices prior to the 8:15 warning bell.

Students may:	Students may NOT:
♦ Be with a teacher in a classroom studying ♦ Be in the cafeteria ♦ Be in the media center ♦ Be on the patio behind the cafeteria ♦ Be on the patio behind the media center ♦ Eat and drink in the cafeteria	♦ Hang out or sit down in the gym, auditorium, academic or main hallways, or stairwells ♦ Be in a teacher's classroom without the teacher ♦ Eat or drink in the hallways or restrooms

Afternoons at AHS

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

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

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

Parking Lot

Permission to drive and/or park an automobile on any Fulton County Schools campus is a privilege and not a right. In consideration of such privilege, the student expressly consents to any searches of the above-described vehicle or any other vehicles driven by applicant by administrators of the Fulton County School District for any reason at any time while said vehicle(s) is on school property.

For more information, view the [Parking subsection under Transportation.](#)



Visitors

AHS maintains a fully-staffed Front Desk in the atrium to greet visitors, direct people to the appropriate locations, and answer any questions. Visitors must provide photo ID and check in at the Front Desk prior to going anywhere else in the building.

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

Students may not have visitors at school.

Volunteers

Volunteering is coordinated through our PTSA Volunteer Coordinator. More information is available at the PTSA website.

Security Personnel

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

Fulton County Schools School Resource Officers are certified police officers possessing full arrest powers. They are on duty full-time and also provide supervision for students participating in after school activities.

Alpharetta High School also has three full-time Campus Security Associates (CSA) who assist both school administrators and Resource Officers to provide a safe and secure environment.

CSAs also help supervise and direct students to make positive choices to further their educational opportunities. A member of the CSA team will be present at the Front Desk in the atrium throughout the school day.

Campus Safety, continued

Personal Property

Students are expected to bring to school only the items of personal property necessary for class participation and extracurricular activities. Items considered potentially dangerous or disruptive of school procedures will be confiscated. Student theft will be dealt with by appropriate building personnel. Students are especially encouraged not to bring valuables and large sums of money to school. Students who participate in physical education or athletics should lock their assigned gym locker to insure security of personal property. Valuable items should not be left unattended. See the Fulton County Schools Code of Conduct for more information.

Deliveries for Students

Any parents delivering or dropping off items for students (e.g. lunches, textbooks, gym bags, etc.) must bring the items labeled with the student's full name to the reception desk in the front lobby for the student to pick up during lunch only. Students are not permitted to leave the building or wait outside or in the atrium to pick up items.

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

Student IDs

Alpharetta High School prioritizes student safety and security. Each student will be issued an Alpharetta High School ID along with a plastic sleeve and lanyard at the beginning of the year.

Students not issued an ID or students who have lost their IDs should stop by the registrar's office via the Front Office for a replacement. Replacement IDs may incur a nominal charge.

All students must maintain their ID visibly at all times either by wearing around their neck via the issued lanyard. The ID enables both students and adults to verify all individuals belong in the AHS building as registered students.



Attendance

(See also [FCBOE DISTRICT POLICY: JBD](#))

Regular attendance positively impacts student achievement. Studies have proven that frequent absences are a predictor of academic failure. Every AHS student must strive to attend school each day and arrive to class on time ready to learn. Since every day is important, “skip days” are not recognized, condoned or excused by the AHS administration. Home Access Center (HAC) is an effective resource for following a student’s attendance record. For information regarding access to HAC, contact the Professional Assistant in Suite 1220.

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

Students may not typically leave campus without signing out through the Attendance window. In special circumstances, a parent must check-out his/ her student through the Attendance window.

Parents/Guardians may be asked to submit doctor, dentist, court, or funeral documentation, etc., after a student has had seven (7) absences of any kind. By law, students with excessive absence rates will be referred to the school social worker, the grade level assistant principal, the student support team, and the State of Georgia.

Attendance Procedures Regarding Absences

Regular attendance positively impacts student achievement. Studies have proven that frequent absences are a predictor of academic failure. Every AHS student must strive to attend school each day and arrive to class on time ready to learn. Since every day is important, “skip days” are not recognized, condoned or excused by the AHS administration. Home Access Center (HAC) is an effective resource for following a student’s attendance record. For information regarding access to HAC, contact the Professional Assistant in Suite 1220.

The attendance window opens at 8:10 a.m. Students must conduct business at the attendance window during non-instructional time. Students will not be issued excused late passes because they were at the attendance office.

Students may not typically leave campus without signing out through the Attendance window. In special circumstances, a parent must check-out his/her student through the Attendance window. Parents/Guardians may be asked to submit doctor, dentist, court, or funeral documentation, etc., after a student has had seven (7) absences of any kind. By law, students with excessive absence rates will be referred to the school social worker, the grade level assistant principal, the student support team, and the State of Georgia.

Attendance, continued

Attendance Procedures Regarding Absences

Students absent from school must present upon return, a note with a parent/guardian signature or an email from the parent/guardian email address that is on file explaining the nature of the absence. This should be done at the main office or reception area or an email to Alina Johnson at JohnsonA24@fultonschools.org before school begins on the day of the student's return.

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

It is not necessary for the student to submit a note from a parent/guardian for absences that occur due to school-sponsored activities or pre-approved absences for which a parent/guardian has already submitted written permission to be considered in attendance for a school day, a student must be present for one-half of the school day. If not, the student may not participate in school sponsored activities that day. Suspended students may not participate in school sponsored activities while under suspension.

Students suspended Friday and Monday may not participate in or be present at weekend events.

Excused Absences

Students are allowed to make-up all work missed due an absence. For all absences, a written note signed by the parent/guardian or an email from the email address of the parent/guardian in Infinite Campus of explanation is required within five days of the student's return to school. The written note should be turned in to the Attendance Office or emailed to Alina Johnson.

It is the responsibility of the student and/or parent/guardian to present a satisfactory written excuse to the principal or designee(s) within five (5) days of returning to school from an absence in order for the absence(s) to be recorded as excused. The excuse must state the reason for the absence and be signed by the student's parent or guardian. Excuses will be kept on file at the school at least until the beginning of the next school year. Students who have missed seven (7) days of school or more in a school year will be required to provide additional written verification such as doctors' statements. After five days, notes cannot be accepted. Failure to comply will result in absences being marked as "unexcused." Excused Absences – A hold harmless absence that has been documented, and relates to one of the following circumstances in accordance with State Board of Education Rule 160-5-1.10 and Georgia State Code, O.C.G.A. 20-2-690.1:

- ♦ Personal illness or when attendance in school would be detrimental to the health of the student or others



- ♦ A serious illness in the student's immediate family necessitating absence from school
- ♦ A death in the student's family necessitating absence from school
- ♦ Observance of religious holidays necessitating absence from school
- ♦ Compliance with a court order or an order issued by a governmental agency mandating an absence from school
- ♦ Visitation with an immediate family member who is on leave from or is being deployed to military service
- ♦ Important family events/celebrations for an immediate family member (graduation, wedding, religious ceremony, etc.)
- ♦ Compliance with an order for a pre-induction physical examination for service in the armed forces
- ♦ An absence for registering to vote or participating as an active voter in a local, state, or federal election
- ♦ A verified interview for college admission or a documented college visit
- ♦ A specialized, supplemental, or extracurricular program/event
- ♦ Other absences pre-approved by the principal

Unexcused Absences

Any absence not accompanied with a note or documentation or any absence that does not relate to the circumstances listed above is considered unexcused. The non-exhaustive list to the right includes examples of unexcused absences.

Bad weather
Missing bus
Car trouble
Shopping
Babysitting
Oversleeping

Students can substitute up to 5 absences per semester (a max of 10 per year) with a remote learning day. This would result in the student being counted as present for the day(s) they participate remotely. Using the email address that is in Home Access, the parent/guardian must email Alina Johnson prior to the remote learning day occurring. The student is responsible for completing the assignments deemed by the teacher.

Pre-Approved Absences

If it is known in advance that a student will be absent, a note or an email from the parent/guardian email on file should be submitted at the Attendance Window or Alina Johnson at JohnsonA24@fultonschools.org at least one full school day prior to the absence. However, all pre-approved absences require a parent/guardian-signed note or email from the parent/guardian email on file in order to receive an official pre-approved form for assistant principal signature and then teacher signatures. The completed form should be returned to the Attendance Window prior to the absence. Pre-approved absences cannot be granted after the date of the absence. Assignments should be turned in upon the student's return. A pre-approved absence is not necessarily an excused absence.



Attendance, continued

Late Arrivals/Early Check-out

To be considered in attendance for a school day, a student must be present for at least one half of the school day, excluding the lunch period. Students leaving school before meeting this requirement will be considered absent for a school day. A parent or guardian may be required to provide appropriate documentation for early checkout at the time the student is released from school or late arrival at the time the student arrives at school. A student is tardy when he/she arrives to school after the beginning of the official school day or is not in the assigned class at the official beginning of the class period. A student tardy may be classified as excused or unexcused based on the circumstances defined in this policy.

Ten (10) late arrivals or early check-outs result in a referral to student support team. On all days immediately preceding a school holiday, a parent/guardian must come in person to the attendance window to check out any student.

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

Requesting Assignments for Extended Absences

If it is expected that a student will be absent three or more days (including OSS), parents should contact the teachers directly via email. Teacher emails are available on the Staff page of the AHS Website. Any material that cannot be forwarded electronically from the teacher to the parent should be ready for pick-up from the front office at the end of the following day.

For additional information, review the section on Make-Up Work.

Excessive Absences

Students who accumulate excessive absences are subject to withdrawal or may be required to submit doctor, dentist, court, or funeral documentation, etc., after the student has had seven (7) absences of any kind. By law, students with excessive absence rates will be referred to the school social worker, the grade level assistant principal, the Student Support Team (SST) and the State of Georgia.

Hall Passes

Students who are out of class for any reason must be in possession of a hall pass and school-issued student ID badges. Students are not to be present at any location other than for which the pass was issued.



Tardiness to School or Class

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

Class Cuts / Skipping

A class cut occurs when a student is absent from class without having permission from the teacher or authorization from the administration. Students who become ill or need to see a counselor or administrator during class should report to class first, obtain permission from the teacher to be excused, and have a written pass. Students who become ill and are not able to report to class must report directly to the clinic. Please see the Fulton County Schools Code of Conduct for more information.

Truancy

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



Counseling

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

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



*L-R
Jami Proksa
Letitia Graham
Karen Bolt
Cloe Crosby
Brandi Taylor
Amy Longstreth*

Counselors provide the following services:

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

Center of Excellence

The Center of Excellence, located outside the AHS Media Center in room 1120, is an integral part of the counseling services offered to all students. The goal of the center is to assist students in exploring career options and mapping a route to achievement via further education or training. Students explore careers, college and technical school options and military programs here.

Counselors' Corner

Counselor's Corner is an open-door opportunity for students to stop by and speak with a school counselor about scheduling, dual enrollment, HOPE/Zell-Miller eligibility, graduation requirements, or general counseling questions. Students do not need an appointment and are welcome to talk with any counselor, not just their assigned counselor.

Counselor's Corner is available in the Media Center Tuesday - Thursday during both lunch periods.



Counselors are location in Suites 1310 and 1320. Counselors are assigned to students based on the first letter(s) of the student's last name.

A – Coh	Cloe Crosby	Suite 1320
Coi – Haq	Jami Proksa	Suite 1310
Har – Lo	Amy Longstreth	Suite 1310
Lu – Peq	Letitia Graham	Suite 1320
Per – Sha	Brandi Taylor, Department Chair	Suite 1310
She – Z	Karen Bolt	Suite 1320
Data Clerks	Donna Mohrig & Nancy McCleskey	Suite 1330
Records Clerks	Paula Cisneros	Suite 1310
Bilingual Liaison	Sandra Papp	Suite 1320
Registrar	Donna Byrd	Front Office
School Social Worker	Yanic Jean-Jacques	Office 5204
504/MTSS	Jaclyn Johnston	Suite 1255
Advanced Placement	Alona Shupe	Suite 1220
IB & TAG	Frank Fortunato	Suite 1220

Weekly Schedule:

- ♦ Tuesday: 4th Period Lunch - Ms. Taylor & 6th Period Lunch: Ms. Longstreth
- ♦ Wednesday: 4th Period Lunch - Ms. Bolt & 6th Period Lunch: Ms. Graham
- ♦ Thursday: 4th Period Lunch - Ms. Crosby & 6th Period Lunch: Ms. Proksa

We encourage all students to take advantage of Counselor's Corner as a convenient way to get support, ask questions, and stay on track. During testing season, Counselors Corner is closed. Students can email their Counselor to set up an appointment.

How do I see my counselor?

1. Counselors schedule their days by appointment. This provides a structure that allows them to see students effectively while limiting the amount of out of class time for students.
2. Except in emergency situations, students should make an appointment to see a counselor. Appointments are scheduled through the Counseling Office. Students may report to the Counseling Office before school begins, during their lunch period, or after school is dismissed.
3. A student should never be absent from class for the purpose of making an appointment or to visit the Counseling Office unless he/she has permission and a written pass from the teacher whose class he/she is missing.
4. The student should write his/her name on an appointment request form in the Counseling Office for the appropriate counselor. The counselor will send for him/her as soon as possible.
5. Parents can make appointments by calling their child's counselor at 470-254-7640. Emailing is also acceptable.





Release of Records

In accordance with the Family Education Rights and Privacy Act, school records to a third party may be released only with written permission from a custodial parent if the student is under 18 years of age except in cases where the records are required by an educational agency in which the student seeks to enroll. If the student is 18 or older, he/she may grant permission for the release. All financial and/or equipment obligations should be cleared before requesting student records be sent.

Student Information

Proofs of Residency

(See also [FCBOE DISTRICT POLICY: JBCc](#))

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

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

Updating Information

The Registrar in the Front Office should be informed immediately by completing a Contact Information Sheet if a student changes his/her contact information (Home Phone, Cell phone, Email Address, etc.). When changing address of residence, the parent must complete an Affidavit of Residence form and present two pieces of approved documentation. This is essential in order for school information and grade reports to reach the student's home in a timely manner. Failure to provide current phone numbers could create a life threatening situation for the student in the event emergency medical treatment is needed. It is very important that a current parent email address be provided to the school.

Transcripts

Students may request official transcripts through the ScribOrder platform (<https://fultonga.scriborder.com/application>) or by logging into their GA Futures account (Quick Reference Guide Template). Unofficial

transcripts are available for student viewing in Infinite Campus. For questions or additional assistance with transcript requests, students should contact Paula Cisneros in the Counseling Suite 1310.

Driver's License Certificate

Students may secure the Certificate of Attendance form required for a driver's license and permit in the Front Office. The signed and notarized form may be picked up in the Front Office two days later. It is important for students to allow at least 48 hours when they are attempting to acquire their Certificate of Attendance. Certificates are available on student's infinite campus page upon completion.

NOTE: If an ADAP Certificate is needed, please indicate this on the form when you request your Certificate of Attendance.

Withdrawals

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

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

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

Work Permits

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



“ Will my actions and choices...

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

Student Conduct

Students and parents are expected to read and be follow the **FULTON COUNTY CODE OF CONDUCT** found in the current **Student Code of Conduct & Discipline Handbook**.

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

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

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

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

PBIS

Positive Behavioral Interventions & Supports (PBIS) is a proactive approach to helping all students succeed by teaching and encouraging positive behavior. PBIS promotes clear expectations, teaching, and positive reinforcement to create a safe, inclusive, and respectful learning environment for the whole school. Alpharetta HS has developed its own set of behavior expectations by being a R.I.C.H. Raider, demonstrating Respect, Integrity, Citizenship, and Hard Work, which are taught and reinforced across all areas of the school. PBIS teams regularly monitor progress and adjust supports to make sure students are getting what they need to thrive. For more information, visit www.pbis.org.

R.I.C.H. Raiders

Alpharetta High School community members are all encouraged to be R.I.C.H. in character by demonstrating Respect, Integrity, Citizenship, and Hard Work in all areas of their lives—both at AHS



and out in the community. Students who act in ways that are R.I.C.H. in character are rewarded through R.I.C.H. Raider tickets given out by staff members which students may put in prize boxes found in the cafeteria to enter weekly drawings for prizes.

Examples of R.I.C.H. behaviors and actions are found on the posters throughout school. Additionally, students will have an opportunity to learn and engage with what it means to be a R.I.C.H. Raider through their advisement sections. Additionally information can be found on the school website. For questions about PBIS at Alpharetta High School or what it means to be a R.I.C.H. Raider, contact Ms. Jami Proksa.



  Alpharetta High School R.I.C.H. Raiders					
R.I.C.H.	<i>Learning Environments</i> "Keep It Focused"	<i>Cafeteria</i> "Keep It Clean"	<i>Hallways</i> "Keep It Moving"	<i>Activities</i> "Keep It Civil"	<i>Community</i> "Keep It Classy"
Respect	Honor Property and People	Be Courteous To All	Allow Personal Space Use Positive Language	Honor Property and People	Demonstrate Dignity
Integrity	Follow Academic Honesty Code Follow Dress Code	Pay For Food and Drinks	Use Hall Passes Follow Directions of All AHS Staff	Support the Raiders	Be Honest
Citizenship	Maintain a Work Environment Be On Time	Dispose of Trash Report Misconduct	Wear a School ID Visit Vending Machines Before Warning Bell	Support All Participants	Serve Others
Hard Work	Be Productive	Clean-Up After Yourself	Move With Purpose	Give 100%	Be a Role Model
As R.I.C.H. RAIDERS we strive to be: Open-Minded · Caring · Communicators · Principled · Reflective · Balanced Knowledgeable · Inquirers · Thinkers · Risk-Takers					

Student Conduct, continued

Dress Code

Guiding Principles

It is vital that no form of dress be distracting to the educational process. Students are expected to dress and groom to reflect neatness, cleanliness and modesty, as well as a sense of self-respect and pride both in themselves and in the school.

Expectations

The following expectations must be met by all AHS students:

- Apparel must be long enough to cover buttocks and private areas when sitting, standing, or bending.
- Apparel cannot be worn independently exposing the midriff or shoulder areas. This policy aligns with FCS district policy which prohibits this type of dress (FCS Code of Conduct - Rule 13a).
- Apparel with holes cannot expose buttocks and/or private areas.
- Apparel that is see-through, sheer, or revealing of buttocks and/or private areas is not permitted.
- Undergarments should not be visible at any time.
- Any attire suspected to show affiliation with a gang will not be tolerated.
- No depiction of alcohol, drugs, tobacco, weapons, gangs, or derogatory, inciting, or sexually suggestive words, pictures or symbols may be on, or a part of, any clothing or accessory.
- Students may not wear items that cover or obscure the face, head, or identity in a manner that interferes with natural visibility, identification, or supervision by school staff. This includes, but is not limited to, hairstyles, masks, hoods, head coverings, or accessories that conceal a student's face or prevent clear identification.

AHS Administrators reserve the right to ask students to change/adjust their attire.

School administrators will use professional discretion in enforcing the spirit and intent of these expectations. Students found in violation of this policy may be required to adjust their attire and may be subject to disciplinary consequences.

Technology Use

See also Appendix: J.

Personal Communication Devices

Per FCS Code of Conduct:

- Grades 9–12: Students are prohibited from accessing personal electronic devices during instructional time.
- Bus Transportation: Students should not access personal electronic devices while riding the school bus. Inappropriate use on school transportation may result in disciplinary action in accordance with the student code of conduct.



NOTE: Any staff member may request that a student turn over their device upon committing a violation of this policy. Although students may have a strong attachment toward their personal electronic devices, it is expected that the student will comply with this request, and the device will then be available for a parent to pick up between 3:30 pm and 3:45 pm in the front office. Failure to comply with this expectation could result in additional consequences for insubordination according to the [FCS Code of Conduct](#).

Fulton County Technology Use

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

Blended Learning Device Use

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

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

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

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

- ♦ Unauthorized access to the EN
- ♦ Type in URL addresses without permission and supervision of the teacher
- ♦ Access personal email without permission and supervision of the teacher
- ♦ Giving his/her school assigned password to another person
- ♦ Logging in or attempting to log in using another person's password or trespass in another person's folders, work or files
- ♦ Using the computer for non-curriculum related activities (i.e., playing games)
- ♦ Adding software of any kind to a computer or to the network
- ♦ Violating copyright laws
- ♦ Printing without permission; Intentionally wasting limited resources such as paper and printer ink



Student Conduct, continued

- ♦ Accessing unauthorized files
- ♦ Downloading games, video, or audio (including music) unless for a curriculum related activity and supervised by a faculty member
- ♦ Accessing inappropriate material from the EN
- ♦ Participating in unauthorized Internet “chat” rooms
- ♦ Posting personal information on the web
- ♦ Physically damage or alter computer in any way -Computer vandalism, creating/spreading viruses,
- ♦ Interfering with the performance of the system, harming or attempting to harm or cause damage to the EN, hardware, software, or data
- ♦ View, send or display offensive, inappropriate and/or threatening messages and/or pictures
- ♦ Employing the network for financial gain
- ♦ Circumventing or attempting to circumvent the filtering system.

Conditions of Use and Account Management

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

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

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

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



Fines

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

Discipline

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

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

A – Coh	Ms. Sharolyn Ketchup	Assistant Principal
Coi - Haq	Ms. Alona Shupe	Administrator
Har - Lo	Mrs. Clair Greenaway	Assistant Principal
Lu - Peq	Ms. Tina Johnson	Assistant Principal
Per - Sha	Mr. Mike Scheifflee	Principal
She - Z	Mr. Errol Dice	Assistant Principal

More detailed information table including the Cycle of Disciplinary Interventions and potential disciplinary actions can be found in Appendix: D.

Students' lunch periods are listed on their schedules. Students should follow their schedules as printed and reach out to their counselors if they feel there is an error.

Although infrequent, lunch periods may shift at various points during the year (e.g. EOC Testing). In the event of a building-wide deviation from the standard lunch schedule, such changes to the lunch schedule will be communicated out to parents and students and posted around the building as a reminder.



Lunches

Students may access the cafeteria and cafeteria patio during their lunch period. Students in the cafeteria should remain seated; students wishing to stand may go out to the patio behind the cafeteria. Students outside must remain on the patio and may not exit the cafeteria or patio during lunch periods except by the front entrance and with an appropriate pass.

Cafeteria

Alpharetta offers breakfast and lunch including a la carte items and a variety of beverages. Breakfast is served between 7:50 am and 8:15 am. Students must be in line by 8:10 am in order to be served breakfast. Students may choose to bring their lunch and purchase drinks and/or other items.

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

Cleanliness

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

Outside Food and Drinks

Students are not to bring “fast food” items into the school for themselves or for other students. Parents also are to refrain from bringing “fast food” into the building during school hours for consumption by students. Students are not permitted to use mobile delivery services. Any parents delivering or dropping off items to students must check in at front lobby desk. Students are not permitted to leave the building or wait outside or in the foyer to pick up items, including during their lunch period. Parents are not allowed to eat lunch with their students in the AHS cafeteria.

Lunch Passes

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

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

Technology in the Cafeteria

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

Meal Plans

Students who are on Free or Reduced Meal plans must complete a new application each school year. New applications must be processed by the School Nutrition Office by the September deadline or benefits will be suspended until a new application is processed. Please bring all applications to the Cafeteria Manager for processing. To process faster, parents may also apply online. More information and instructions can be found on the FCS School Nutrition page.

Lunches, continued

Extended Lunch

AHS extends to eligible juniors and seniors the privilege of leaving and re-entering the school campus for an extended lunch period as both recognition for their demonstrated maturity and responsibility as well as an incentive to keep up the good work throughout the year.

Eligibility

To be initially eligible, AHS juniors or seniors must:

- ♦ Receive Parental/Guardian Permission;
- ♦ Be on track for graduation;
- ♦ Be classified as juniors/seniors and enrolled in correct courses

If a participating AHS junior student loses eligibility during the current semester, he or she will not be able to participate for the rest of the semester. If a participating AHS senior loses eligibility during the 4.5 week and/or 9-week grade report, he or she may gain the privilege back upon passing all courses as indicated in the initial eligibility application. The extended lunch privilege is only available on designated days throughout the Spring semester, and is scheduled for the dates listed on the current permission form.

The extended lunch period will last ~82 minutes, comprising the Junior/Senior's assigned lunch period and the Anchor Time/Advisement period that will either immediately precede or follow the Junior/Senior's assigned lunch period.

**4th period + lunch Juniors/Seniors: 4th period lunch and Anchor Time.
(Juniors/Seniors must be out of the building within 5 minutes of the 4th period bell)**

**6th period + lunch Juniors/Seniors: Anchor Time and 6th period lunch.
(Juniors/Seniors must be out of the building within 5 minutes of the Anchor Time bell)**

The junior/senior must have their student ID with the lunch privilege sticker attached to their lanyard to leave campus.

The junior/senior will be responsible for leaving campus in a timely, orderly fashion, and returning in time to attend his/her next scheduled class. Juniors/seniors that use the extended lunch privilege may not return to campus until their next assigned class period. He/she must have their ID with appropriate sticker to leave and return to the campus.

Juniors/seniors should not bring outside food or drink back onto campus. If an eligible junior/senior decides not to leave campus for extended lunch, he/she will report to a “drop in classroom” and report to



his/her regularly scheduled lunch period. Students may only utilize the “drop in” option a maximum of (5) days per semester, after which they will forfeit the extended lunch privilege and be assigned to an anchor time class and required to attend their regular lunch.

Juniors/seniors that use the extended lunch privilege may not return to campus until their next assigned class. Students out of compliance with the requirements for the extended lunch privilege will have their privilege revoked.

Students with extended lunch who do not leave during these transition times will have to sign out in a binder or be sent back to the cafeteria. Students who begin the period in the cafeteria have to stay in the cafeteria even if approved for Extended Lunch. Students on campus to work with a teacher must present a dated pass to be permitted to leave.



Communication

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

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

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

Please see Appendix: H for a communication flowchart.

Communication Conduct

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

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

Conferences

Parents may arrange individual teacher-parent conferences with the appropriate teachers through email correspondence. However, if a parent is requesting a conference with more than one teacher, and/or needs assistance making an appointment for a conference, the student's counselor can help coordinate the meeting. Counselor contact information can be found on the AHS Website.

Parent Portal

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



School-based Communication

Teacher Emails

Staff email addresses can be found on the Alpharetta High School website Staff page. Parents and students are advised to review **Appendix H: Staff Communication Protocol** prior to contacting staff.

Classroom Updates and Information

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

Canvas

In alignment with FCS district guidance, AHS has transitioned from Microsoft Teams to Canvas as our learning management system. Parents are highly encouraged to sign up for a Parent Observer Account. You only need to do this once as you will now be connected to your child's Canvas courses throughout the duration of their time at AHS. This will give you a live view of grades, updates, and communication for each class.

Media Release

Media release opt-out forms are found in the Fulton County Code of Conduct and Discipline Handbook. Parents should return the forms to school with an indication that they do NOT want their child photographed or interviewed during the school year.

Poster Guidelines

The Principal or approved designee (Student Council, Ms. Letitia Etheridge) must approve all posters, flyers, or banners. A copy of the flyer or a description of the poster or banner should be submitted to Ms. Etheridge. Approval/denial will be returned to the club/organization sponsor within 24 hours. Upon approval, flyers may be duplicated or posters/banners may be created and posted. Inappropriate content will not be approved. Items put up without approval will be discarded. No poster, flyer, or banner may be affixed to any interior or exterior windows.

Weather Emergencies

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

Communication, continued



AHS COMMUNICATION CHANNELS

WEBSITES



[Alpharetta High School](#)
[Fulton County Schools](#)
[Raider Information Hub](#)

[AHS Athletics](#)
[AHS Counseling](#)
[Raiders Revealed Blog](#)

[AHS Foundation](#)
[AHS PTSA](#)

CANVAS



AHS parents can create a Canvas Parent Observer account in order to view their student's individual classroom modules. Click [HERE](#) to view instructions to set up your Parent Observer account.

FRIDAY MORNING MESSAGES



Phone message from Mr. Scheifflee every Friday morning. Messages are archived [HERE](#) on the AHS website.

Please contact [Donna Byrd](#) if you are not receiving the Friday morning messages and would like to be added to the distribution list.

SOCIAL MEDIA & EMAIL



[@scheifflee_ahs](#)
[@alpharettahs](#)
[@alpharettaptsa](#)
[@ahsgraduation](#)
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[@raidersport](#)
[@ahsmorningshow](#)
[@ahsfoundation](#)



[PTSA ENN](#)
(weekly newsletter)



[Principal Scheifflee](#)
[Alpharetta HS](#)



[@scheifflee_ahs](#)
[@raidersport](#)



Transportation

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

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

Arrivals

The doors to the cafeteria open at 7:30 a.m. for students. Students arriving before 7:30 a.m. will not be allowed to enter any AHS building, as there is no supervision. Students arriving after 7:30 a.m. but before 8:15 a.m. must go directly to the cafeteria or back patio for supervision. At 8:15 a.m., the bell will ring to release students from the cafeteria to walk to their 1st period classroom. Students with a hall pass who have an appointment with a teacher or who are attending help sessions are allowed to leave the cafeteria and go to that classroom.

Bus Information

Buses are provided for all students living within the Alpharetta High School attendance district. Consult the Fulton County Schools transportation page for busing and bus stop information. Students must ride assigned busses and board/debark at the designated stop. Exceptions to this rule must be requested in writing, including phone numbers for verification, by a parent/guardian. To ride a bus other than the one assigned, the parent or guardian must send a note specifying the reason for the change to Suite 1330. Parents are encouraged to use the district-provided Here Comes the Bus app.

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

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

Carpool

Alpharetta does not have an organized carpool system. Students and parents may enter campus using the Webb Bridge or North Point entrances. Campus traffic is very heavy in the morning and afternoon. Students arriving to school by car should plan accordingly to avoid tardies to class. Students arriving late via carpool drop off will still be marked tardy.



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Ride Sharing Services

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

Parking

Please direct all questions or concerns related to parking to Alejandro Romero.

Permission to drive and/or park an automobile on any Fulton County Schools campus is a privilege and not a right. In consideration of such privilege, the student expressly consents to any searches of their vehicle or any other vehicles driven by the applicant by administrators of the Fulton County School District for any reason at any time while said vehicle is on school property.

The current parking practices can be reviewed in full via the AHS website.

Rigor

At AHS, we believe that rigor is achieved when teachers provide opportunities that appropriately challenge all students to cultivate skills such as: higher-order and critical thinking, problem solving, leadership, imagination, curiosity, citizenship, and the ability to tolerate ambiguity.

Engagement

At AHS, we believe engagement is founded on positive student-teacher and peer relationships—which encourage appropriate levels of risk-taking—and is developed via work that is relevant, differentiated, and achievable, and in which the student has a shared responsibility for his or her success.



Academics



Parents' Right to Know

In compliance with the requirements of the College and Career Readiness Performance Index (CCPRI) standards, Fulton Schools informs parents that you may request information about the professional qualifications of your student's teacher(s).

The following information may be requested:

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

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

Student Scheduling School Day

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

Graduation Requirements

A student shall become eligible for graduation upon meeting the following criteria:

- 23 units of appropriate credit have been completed
- Attendance requirements have been met

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

HS Courses in Middle School

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

High School Diploma

This document certifies that students have satisfied attendance and unit credit requirements. For more information, see the detailed chart in **APPENDIX: F** and/or the Attendance section.



Diplomas for Exceptional Education Students

Alternate Diploma

Students with significant cognitive disabilities are those with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

Alternate Diplomas are awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Criteria to be eligible for this diploma referenced in Rule 160-4-2-.48 High School Graduation Requirements.

Special Education Diploma

Special Education Diplomas are awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their IEP.

Graduation Exercises

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

Georgia Board of Regents' Admission Standards

For more information visit the University System of Georgia's website.

HOPE Scholarship Eligibility

Current information about HOPE scholarship eligibility can be found at www.gacollege411.org or by visiting the Center of Excellence. More information on the college and career center or on how to make an appointment with your student's counselor can be found in the Counseling section.

Student Scheduling, continued

Grade Level, Promotion, and Retention

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

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

NOTE:
Summer school is an extension of the previous school year; therefore, summer courses count toward promotion to the next grade level.

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

Placement Procedure

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

Schedule Change Policy and Procedure

FULTON COUNTY SCHOOLS DISTRICT POLICY - CLASS PLACEMENT AND CHANGES

Students are expected to complete courses for which they are enrolled. If changes are necessary*, they should be requested by the parent/guardian submitting an electronic "Schedule Change Request" form within the first ten (10) school days of the course.

All course changes must meet the following criteria:

- ♦ An FTE-eligible course is available for the student
- ♦ Space is available in an already scheduled course
- ♦ The student's graduation requirements can be met within four years
- ♦ Must be approved by the teacher and guidance counselor.

Any parent not satisfied with the decision of the teacher and guidance counselor regarding course changes may contact the principal or his/her designee. Students may be allowed to transfer out of a course outside the 10 day period in the event of an exceptional hardship or in response to a teacher recommendation. Failure in the course alone should not be considered an exceptional hardship. Factors which interfere with a student's mastery of the content such as a catastrophic event or extended illness would be examples of an exceptional hardship. Requests for exceptional hardships should be made in writing by the parent to the principal. The Superintendent's designee should develop forms necessary



to ensure the consistent implementation of this policy.

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

Advanced studies

Students should remember that placement in AP courses, IB courses, the IB Diploma Programme, and College courses constitute a year-long commitment. Failure to complete summer assignments is not a reason to be removed from advanced courses. Summer assignment/reading grades will be figured into first semester grades. Students accepted into the IB Diploma Programme may rescind their participation during the course verification period. After the final course verification, students must complete an Exit Request and schedule a meeting with the Diploma Programme coordinator prior to any schedule changes.

Scheduling Errors

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

Unnecessary v. Necessary Schedule Changes

Reasons deemed unnecessary for a schedule change include, but are not limited to:

- ♦ Requests to change teachers,
- ♦ specific periods,
- ♦ lunch periods,
- ♦ “change of mind”,
- ♦ incomplete summer assignments,
- ♦ other extenuating circumstances as determined by the Scheduling Committee.

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

Necessary changes include, but are not limited to:

- ♦ the addition of courses required for graduation,
- ♦ addition of courses required to fill empty periods,
- ♦ deletion of courses already completed,
- ♦ deletion of courses “doubled up” during a specific period.

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

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



Student Scheduling, continued

Classroom Concerns

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

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

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

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

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

Level-Up Change Requests

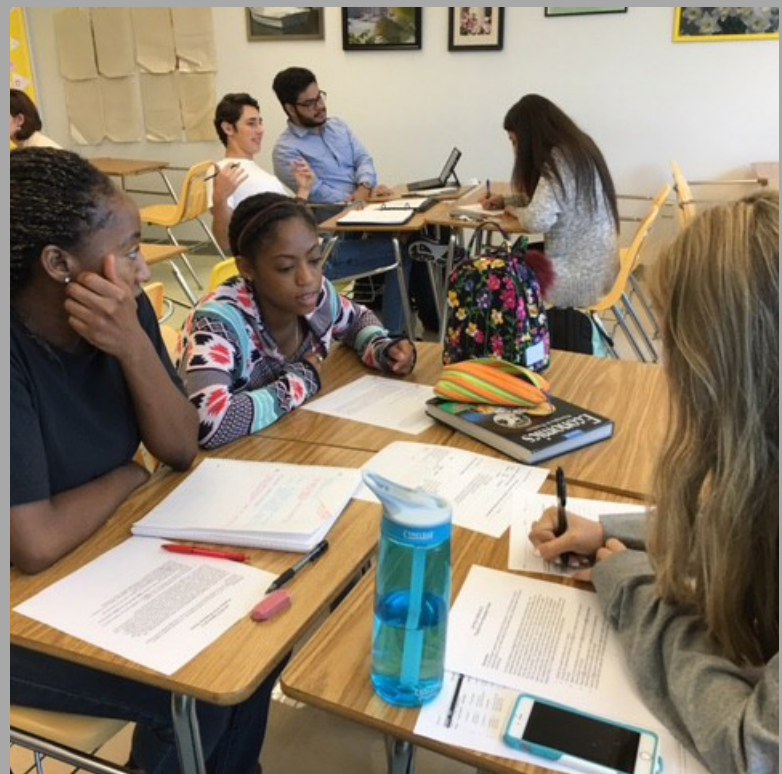
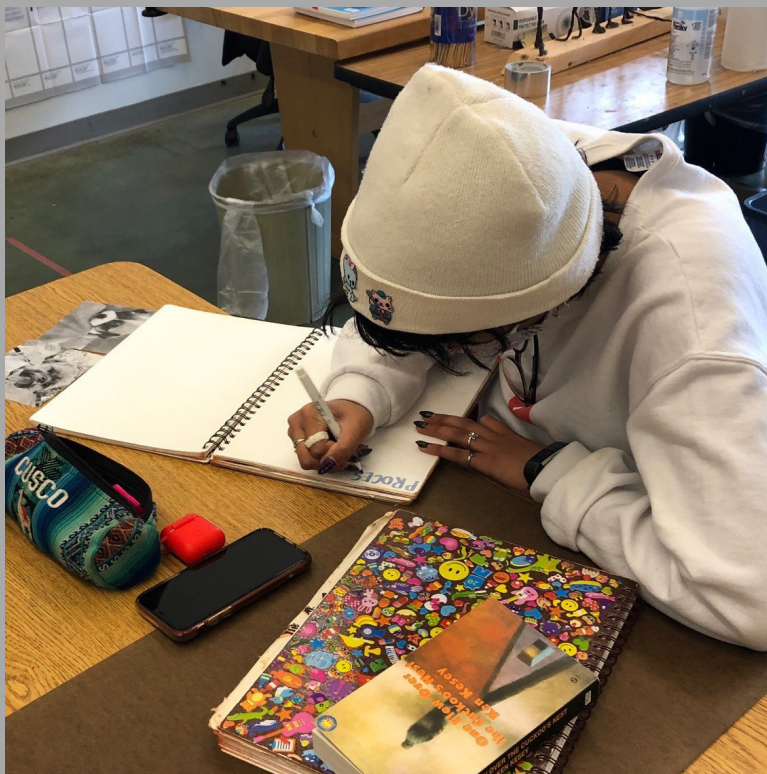
A level-up change occurs when a student is moved from a lower level course to a higher level course (e.g., on-level to Honors or Honors to AP or on-level to AP within the same subject).

Students are placed in courses based on specific criteria. Proper academic placement is essential for academic success. In recognition of the fact that initial course recommendations are made prior to the end of the academic year and in an effort to encourage our students to continue to set goals and work hard to challenge themselves in a higher level of curriculum, a Level Up Change Request may be requested at the beginning of each school year. If the student meets the AHS Success Indicators and has fulfilled all other prerequisites, a parent may request placement in the desired course by completing a level change request form.



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

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



Academic Honesty

In an effort to encourage good study habits, fair competition, and positive development in the area of academics, the Alpharetta faculty and staff support a strong policy for academic honesty and takes this policy with the utmost care and solemnity.

Principles

Respect

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

Integrity

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

Citizenship

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

Hard Work

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

Partnerships

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

Student Rights and Responsibilities

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



Teacher Rights and Responsibilities

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

Parent Rights and Responsibilities

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

Administrator and Supporting Staff Rights and Responsibilities

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



Academic Honesty, continued

Practices

For more information See [FCBOE Policy JCD](#), Rule 9 in the FCS Code of Conduct, and [Academic Honesty in the IB Educational Context](#).

General Guidelines

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

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

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

All Honor Code violations will be categorized into different levels of severity.

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

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

Collaboration

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

Plagiarism

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

Reporting

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

Administrative Investigations

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

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

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

Consequences

For Major Honor Code violations, students must complete an alternative assignment. They will be allowed to earn partial credit on the assignment. The teacher may ask that this assignment be completed



Academic Honesty, continued

under the supervision of a school staff member, depending on the assignment. Additionally, the student and the teacher must agree on a reasonable timeframe for the resubmission of the assignment. Once the new assignment is resubmitted, it will be graded, and the student will receive a grade no higher than 50%. Honor Code Violations carry both an academic and disciplinary consequence. See Policy JCD, Student Academic Integrity for more information.

Personal Accountability

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

As a RICH Raider, I, (student name), pledge that I have neither given nor received assistance on this assignment.

Artificial Intelligence

Students are encouraged to use AI tools responsibly in this course with teacher permission to assist with their learning and assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the 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. 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.



Assessments

At AHS, we believe that regular, meaningful assessment is a key part of the learning process. To this end, we engage in assessment and feedback so as to promote accurate understanding and measureable growth for all of our students toward specific standards, objectives, and goals. We desire for teachers and students to “act in a formative way”, by which we mean viewing all assessments and learning activities as opportunities to evaluate student growth.

Principles

Equity

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

Opportunity

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

Feedback

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

Partnerships

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

Student Rights and Responsibilities

- ♦ accept responsibility for their learning by engaging with their subjects inside and outside of the classroom



Assessments, continued

- ♦ exercise personal responsibility in preparing for assessments
- ♦ develop respectful communication regarding their academic growth and learning

Teacher Rights and Responsibilities

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

Parent Rights and Responsibilities

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

Administrator and Supporting Staff Rights and Responsibilities

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

Practices

Assessing Formatively

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

Assessing Summatively

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

Collaboration

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

Differentiation

At AHS, differentiation is an essential part of learning and assessment as we seek to work with each student to grow to his or her fullest potential. Differentiation allows teachers and students to engage in authentic learning by tailoring experiences and assessments as appropriate to meet the learning needs of students. At AHS, we differentiate for student readiness, interest, and learner profile by content, learning process, learning products, and learning environments. Many of the determinations as to the need for and appropriateness of differentiation are evaluated based on data gathered during formative and summative assessment.

Reflection

At AHS, we seek to be reflective practitioners. This includes individual reflection on student progress, assignments, and assessments. It also includes collaborative reflection amongst professional learning communities to review student growth targets,



Assessments, continued



common assessments, and grade data pursuant to our Philosophies and Principles.

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

Grading

Each teacher's syllabus includes the grading categories and the weights. As mandated by the state, students earn numeric grades. Passing grades are 70 and above. Grades will be assigned and maintained

equitably for all students in accordance with the grading scale established by Fulton County Schools and any additional expectations established by each Professional Learning Community. A cumulative numeric average will be computed at the end of every semester. For scholarship and college entrance requirements, the scale shown below appears at the bottom of each student's transcript.

Students in advanced studies courses (e.g. AP, IB, etc.) will be assessed in accordance with the assessment requirements of their course (scale of 1 to 7, etc. as appropriate); on specific assignments, these scores may be converted to a 100-point scale for consistency of reporting and grade calculation. Letter grades will be assigned according to Fulton County's approved grading scale, which is as follows: A—100-90, B—89-80, C—79-70, F—69-0. Students enrolled in Advanced Placement, Honors, International Baccalaureate and joint enrollment/postsecondary options courses receive an additional seven points to be added to a passing final grade. The student transcript reflects all courses attempted in high school (and high school courses taken in middle school) as well as grades, credit received, and cumulative average. No grade (NG) is required on a report card if the student has been enrolled fewer than 30 schools days in the grading period and if there have been no grades received from the previous school for that time period.

NOTE: If a student fails a class and then retakes the same class, both grades appear on the transcript and both are calculated in the cumulative numeric average. The new grade does NOT replace the old grade on the transcript.

Recording/Reporting

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



performance. *See FCS Board Policy IHA for more information.*

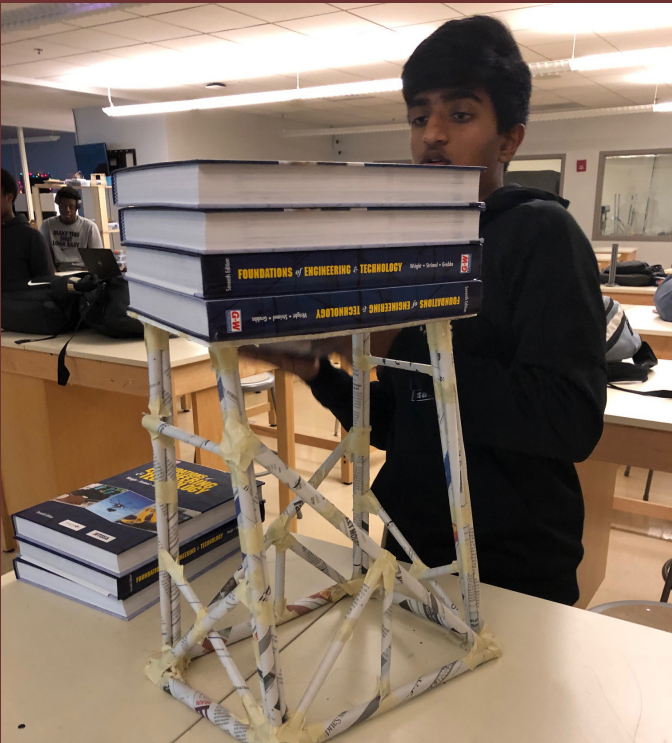
Since students respond more positively to opportunities for success than to the threat of failure, the evaluation system should be a positive influence on student's education. It should provide multiple opportunities for students to demonstrate success. The School System also should provide opportunities, which encourage and easily permit students to make up past deficiencies in performance. All students in grades K-12 will receive, at a minimum, eight grades per subject within 9 weeks. At a minimum, two grades should be major, three grades should be minor, and three grades should be practice. The grading weights for a non-EOC course are Major: 55%, Minor: 35%, and Practice: 10%. In accordance with State Board Rule, students taking an End-of-Course (EOC) assessment must have the EOC count as a weighted percentage of the student's total grade as specified by State Board Rule. The numeric score on the Georgia Milestones EOC shall count for 20% of the student's final numeric grade in the course.

Grades should be regularly posted to the appropriate, county-approved learning portals for both students and parents to be informed. Evaluated assignments and assessments should typically be returned to students and reported in the county-approved learning management system within 10 school days of the assigned deadline. Progress reports are visible in the portal every 4.5 weeks and report cards are visible in the portal every 9 weeks and teachers of struggling students will document communication with parents/guardians (see subsection Feedback below). Parents are encouraged to setup observer accounts for Canvas to maintain up-to-date information on student assignments and grades.

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

Course	Grd	Trnscript
9th Lit/Comp H	90	97
Algebra C&C	90	90
Biology H	90	97
Am Gov/Civics	90	90
Intro to Art	90	90
Spanish I	90	90
Total	540	554

554 divided by 6 = 92.3 (CNA)
NOTE: This is not a GPA



Assessments, continued

Feedback

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

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

For more information about types of contact or how to contact a student's teacher, see the **Communication** section. A list of dates, including progress reporting dates, can be found on the AHS website.

Multiple Major Assessments

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

Testing

National/International Testing

PSAT (PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST) is administered in October to all students in 9th, 10th and 11th grades. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9th, 10th, and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships. For more information, visit the College Board website.

SAT (SCHOLASTIC ASSESSMENT TEST) is usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT. For more information, visit the College Board website.

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



ADVANCED PLACEMENT (AP) EXAMS are administered in May for college placement. Students who take and pass AP courses should take the AP exam. If a student drops an AP course for any reason, they are required to notify the AP Coordinator to ensure they are dropped from AP Classroom. There is a \$40 fee that College Board assesses and must be paid via OSP. Failure to pay will place a fine hold on the student's account which could prevent a student from picking up their graduation tickets/diploma. Funding is provided by Fulton County for exam registration. For more information visit the College Board website.

INTERNATIONAL BACCALAUREATE (IB) examinations occur in late-April during the final year of the student's IB course. These exams occur over multiple days (typically two, for most courses) and have multiple components. Students taking an IB course must take an IB exam as per the IB Expectations agreement; students who do not submitted signed IB Expectations agreements by September 15 will NOT be registered for IB exams. If a student drops an IB course for any reason, they are required to notify the IB Coordinator. IB Fees vary and are outlined in the Expectations agreement and must be paid via OSP. Failure to pay will place a fine hold on the student's account which could prevent a student from picking up their graduation tickets/diploma. Funding is provided by Fulton County for exam registration. For more information, visit the IB website.

State Testing

GEORGIA MILESTONES END-OF-COURSE (EOC) TESTS are required for students enrolled in the following courses: Literature & Composition II, Algebra C & C, Biology, and US History.

Main administrations are scheduled at the end of each semester and are intended for students enrolled in an EOC test course to take the test. Students who missed the previous EOC main administration may also take the EOC to clear an incomplete.

- Guidance regarding students who may take the EOC courses by alternative means is below: Students who are dually-enrolled in an American Literature EOC course to earn both high school and college credit **MUST** take the corresponding EOC;
- Students who are taking online courses through Fulton Virtual (FV) or Georgia Virtual School (GAVS) and wish to receive credit **MUST** take the corresponding EOC;
- Students who are taking additional or credit recovery courses at another accredited institution and wish to transfer the credit **DO NOT** take the EOC (these are not the dual-enrolled students)*;
- Students who are taking additional or credit recovery courses at a non-accredited institution and wish to transfer the credit **MUST** take **AND** pass the EOC.

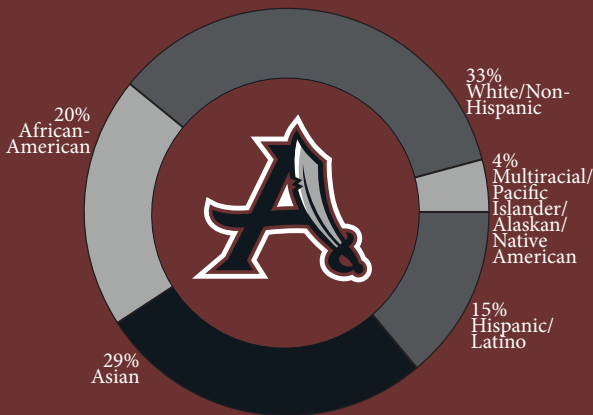
Final Exam Exemptions

Exemptions are offered to qualifying students, see AHS Testing homepage for the most up to date information.

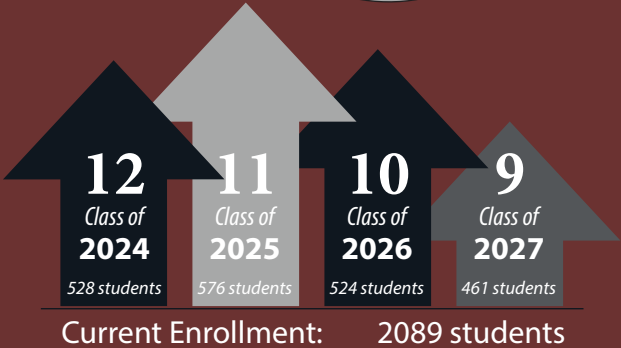
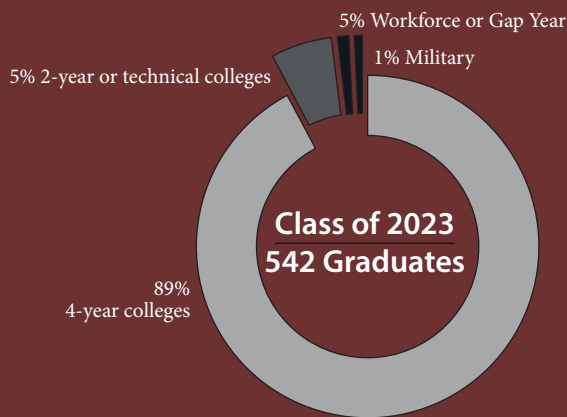
Student Profile

The total student population at AHS varies annually between 2,000 and 2,200.

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



Dual Enrollment	15%
Economically Disadvantaged	24%
English Language Learners	6%
Special Education	8%
Talented and Gifted	28%



Additional Practices

FCS Bill of Rights

Families are encourage to review the FCS Bill of Rights for Students, Families, and Teachers as found on the Fulton County Schools website.

AHS Language Practices

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

Principles

Opportunity

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

Language acquisition opportunities are offered based on interest of students and available staff; current courses offer opportunities to study Spanish, French, and Mandarin Chinese at on-level, Honors, and AP levels. Additional opportunities will be available



to study Spanish and French as part of the IB course offerings. Additional learning supports and/or learning extensions should be provided to students in accordance with their ability and progress to allow them to further their learning to the fullest of their potential.

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

Cultural Appreciation

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

Comprehension

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

Partnerships

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

Student Rights and Responsibilities

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



Additional Practices, continued

Teacher Rights and Responsibilities

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

Parent Rights and Responsibilities

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

Administrator and Supporting Staff Rights and Responsibilities

- ♦ Provide support to teachers by protecting collaborative time and encouraging teacher reflection on student assessments
- ♦ Support parents and students in making effective choices about potential courses
- ♦ Provide professional development related to assessment and learning and how to support students' language learning

Bilingual Parent Liaison Rights and Responsibilities

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

Practices

Communication

Students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

1. Interpersonal Mode: The students exchange spoken and written information in the target



language, utilizing cultural references where appropriate, building to using originality and spontaneity. The students demonstrate skills necessary to sustain oral and written exchanges in the target language, including the ability to initiate, sustain, and close while applying familiar vocabulary and structures to new situations.

2. Interpretive Mode: The students demonstrate understanding of spoken and written language presented through a variety of media in the target language, working from basic proficiency (e.g. topics such as family, school, etc.) to more complex pieces (e.g. authentic materials). The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
3. Presentational Mode: The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

Culture

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

Connections

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

Comparisons

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

Communities

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



Help Sessions

Each teacher dedicates time on a weekly basis for students to receive additional support to help build to content mastery. These sessions are designed to help meet a student’s individual needs, from working with the teacher on an assignment to having the teacher redeliver content or instruction. While help is available to any student who desires additional support and/or enrichment in his or her class, students with a course cumulative average of a 74 and below must attend sessions to demonstrate a legitimate effort to meet all course requirements.

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

Department Help Session Schedule

<u><i>School Year</i></u>	<u><i>Monday</i></u>	<u><i>Tuesday</i></u>	<u><i>Wednesday</i></u>	<u><i>Thursday</i></u>	<u><i>Friday</i></u>
<i>2026-27</i>	<i>ELA</i>	<i>Science</i>	<i>Math</i>	<i>Social Studies</i>	<i>World Lang./ Electives</i>

Recovery

SEE ALSO FULTON COUNTY SCHOOL BOARD POLICY: IHA

Recovery is administered throughout a unit to students who have failed to demonstrate mastery of the standards. Recovery should cover the standards that the student has not mastered.

Teachers should provide opportunities for each student to continue learning material that has not yet been mastered even if the student’s grade is not replaced.

- ♦ Students in K-12 should be afforded the opportunity to recover all major assessments if they score below 75% on the assessment.
- ♦ Before recovery, a teacher must offer a R.I.S.E. session to support students who need to recover a major assessment after the graded assessment is returned and before the recovery assessment is administered.
- ♦ Students are limited to one recovery attempt per major assessment.
- ♦ Students are eligible to earn a replacement grade on a recovery that is no higher than 75%.
- ♦ Recovery of a major assessment must occur before the next major assignment/assessment is given or within 10 days of the date the assignment/assessment is posted in Infinite Campus, whichever comes first.
- ♦ The original assessment score must be noted in the comment section of the gradebook if a student recovers a major assessment. If a student’s recovery is below the original score, the original score should stand in the gradebook.

Make-Up Work

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

Student Misses Work Due to Absence (Excused/Unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task(s) for full credit. The equal number of days begins the day after the student returns to school.
- After the deadline of an equal number of days a student was absent, teachers may begin deducting points from a late/missing assignment, assessment, and/or task(s) (maximum 25% deduction).
- If a student fails to turn in a late/missing assignment, assessment and/or task, then an "M" (missing)/zero will be entered in the gradebook.
- All make-up work must be completed within 10 days from the original due date.

Student Present but Fails to Turn in Assignment, Assessment, and/or Task(s)

- Teachers may begin deducting points from a late/missing assignment, assessment, and/or task (maximum 25% deduction).
- If a student fails to take a major or minor assessment, then a zero will be entered in the gradebook. A major assessment with a grade of zero may be recovered.

Teachers should make every effort to make sure make-up work is standards-based and focused on learning objectives that are necessary and crucial to master the content. Teachers should work within their professional learning communities to determine the appropriate amount of make-up work to determine student mastery. The following provisions should be considered when assigning make-up work:

- Textbooks or other instructional materials may be requested for the student's use during the period of absence and must be returned promptly when the student returns to school.
- All efforts should be made to conduct student assessments in-person rather than remote.

Requesting Assignments for Extended Absences

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

Additional Policies, continued

Final Exam Make-Up Practice

Students who will be absent during a Final Exam must obtain a Final Exam pre-approved absence form from the Attendance Clerk and attach a written request signed by the student's parent/legal guardian to take make-up exams. Final Exam make-up days and times will be listed on the form. If a student is unexpectedly absent from a Final Exam, appropriate documentation, not a parent letter, must be on file with the school in order for the student to be eligible to make-up the exam for full credit.

Any student who is unable to make-up exams during the make-up sessions on the form will need to make arrangements directly with the Testing Coordinator. Teachers will not be administering any make-up exams and no final exams may be taken early. If a student is absent from a final exam, the teacher will calculate the final grade counting the exam as a zero. Upon make-up of the exam, the teacher will re-calculate the grade and submit a revised grade. Incompletes will not be given.

Advanced Studies

Advanced Placement (AP)

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

All AP exams (except Studio Art and Music Theory) contain both multiple choice and free response questions that require essay writing, problem-solving and other skills. In Studio Art, students submit portfolios of their work instead of taking an examination. In Music Theory, a competency examination in music theory is given. In Computer Science Principles, students will submit their Personalized Project Reference to AP Digital Portfolio. The AP Coordinator will print a copy of the student's PPR for the student to use during the AP Exam. Failure to submit a PPR will still require the student to take the AP Exam.

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

Applying for College Board Accommodations

To request accommodations from College Board for the PSAT, SAT and AP exams:

1. Download the "Email to parents about College Board Accommodations" document.



2. Fill in the required fields
3. Email it to the appropriate staff members at your school who are responsible for communicating with students receiving accommodations:
 - ♦ Your School's IST
 - ♦ Your School's 504 Chair
 - ♦ Your School's EL Lead

FYI: The College Board deadline to apply for accommodations for the PSAT is mid-August.

To request accommodations for the ACT:

1. Go to www.actstudent.org and register for an ACT test (you must register your child for the ACT before we can apply for accommodations
 - ♦ The accommodation request deadlines can be found at this link: <https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>
2. During the online registration process, the student will be asked “are you an examinee with a disability who needs accommodations?” The student will say “yes” and then choose either “extended time national” OR “special testing” based on the example accommodations provided
3. Approximately 48 hours after the registration has been completed, the student will receive an email titled “ACT Accommodations” that they will need to forward to _____
4. Return the ACT Consent Form to _____
5. The accommodations request is submitted electronically by _____

Please note, all approvals and denials for accommodations are determined by College Board (for the PSAT, SAT and AP exams) or the ACT, not the local school.

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

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



The following IB Courses are currently offered at AHS:

Group 1: Language A

IB Language and Literature HL
IB Literature and Performance SL

Group 2: Language B

IB Chinese SL
IB French SL
IB French ab initio SL
IB Spanish SL
IB Spanish ab initio SL

Group 3: Individuals and Societies

IB History of the Americas HL
IB Global Politics SL/HL
IB Business Management SL
IB Psychology HL

Group 4: Sciences

IB Environmental Systems/Societies SL
IB Sports/Health/Exercise SL
IB Biology SL*

Group 5: Mathematics

IB Math Analysis & Approaches SL/HL
IB Math Applications & Interpret. SL

Group 6: Arts

IB Visual Arts SL/HL
IB Music SL/HL
IB Dance SL/HL

**beginning Fall 2026*

Adv. Studies, continued

International Baccalaureate (IB)

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

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

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

Students interested in becoming either Diploma Programme Candidates or Course Candidates should visit the IB page on the AHS website to find out more information, including the application process.



Talented and Gifted (TAG)

The Talented and Gifted (TAG) Program identifies gifted students based upon State Board of Education Rule 160-4-2-.38. All Fulton County students are screened for the gifted program twice a year. If a student is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability, achievement, creativity, and motivation. Students must qualify in three of the four areas of multiple criteria in order to be eligible for gifted services.

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

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

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

Academic Opportunities

- ♦ Gifted 9th Grade Honors Lit/Comp
- ♦ Gifted 10th Grade Honors Lit/Comp
- ♦ Gifted Honors Biology
- ♦
- ♦ All Advanced Placement Courses
- ♦ All International Baccalureate Courses
- ♦ Gifted Career Internship
- ♦ Gifted Directed Study

How does a student become eligible for TAG services?

Students are screened two times each year (once in fall and once in spring) using both objective and subjective evaluative measures.

Based on the data gathered during the screening process, the school's Eligibility Team determines if a student is referred for additional testing.



Services for Exceptional Children

Programs for students with disabilities are provided through the Services for Exceptional Children Department. Programs are offered for students meeting eligibility criteria in the areas of autism, learning disabled, behavior disordered, speech impaired, hearing impaired, visually impaired, physically disabled and intellectually disabled. Students with disabilities access the Georgia Standards of Excellence curriculum through use of classroom accommodations, modifications or other supports based on individual learning needs as documented in the student's Individual Education Program (IEP).

Inclusion Practices

At AHS, we believe that fostering environments of inclusivity—both in terms of access and accessibility--benefits all students and is a cornerstone of a free and public education. It is the school's vision to implement inclusive programming for students at all levels of study, including the IB Diploma Programme.

Principles

Opportunity

Students should have the opportunity to pursue courses of study.

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

Equity

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

Partnerships

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

Students will...

- ♦ Take responsibility for their learning by engaging with their subjects inside and outside of the classroom, by exercising personal responsibility in the process of learning course concepts and by developing respectful communication regarding their academic growth and learning
- ♦ Determine which optional supports are needed and make requests of teachers in advance of deadlines
- ♦ Work to identify areas of personal learning and growth where additional support might be needed and develop self-advocacy skills

Teachers will...

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

Parents will...

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

Administrators and Supporting Staff will...

- ♦ Provide support to teachers by protecting collaborative time and encouraging teacher reflection on student assessments
- ♦ Provide instruction, training, and support to teachers in the implementation of student supports
- ♦ Provide accountability for ensuring appropriate supports are being met
- ♦ Support parents and students in making effective choices about potential courses

Services for Exceptional Children, continued

- ♦ Provide professional development related to assessment and learning and how to support students' language learning
- ♦ Monitor student data to determine effective accommodations and support students
- ♦ Ensure IEP and 504 plans are being reviewed annually

Practices

Collaborative Teaching

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

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

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

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

Accommodations

Accommodations are a legally prescribed supports put in place via an IEP or 504 meeting. Accommodations are determined to be appropriate based on data and discussed in the context of meetings involving required school personnel. Accommodations are implemented by classroom teachers to support student learning. Approved accommodations may also be applied for on official IB and College Board examinations within the guidelines of those organizations.

Data Collection

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

For questions regarding this policy or for more information about AHS's services for exceptional children, contact either Tina Johnson, Assistant Principal, or Amy Landi, IST.

For questions regarding accommodations for IB examinations, contact Frank Fortunato (IB Diploma Programme Coordinator).

For questions regarding accommodations for College Board examinations, contact Jaclyn Johnston (AP Coordinator).

Other Academic Experiences

Advisement

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

Juniors and Seniors in good academic and behavioral standing, with parental permission, may opt to leave at the beginning of the Advisement period or stay and either work with underclassman or focus on their own academic growth. To be released, an Extended Lunch Permission form must be signed by a parent or guardian and submitted following the instructions provided on the AHS website and/ or via the school's communication channels.

Dual Enrollment/Postsecondary Options

Dual Enrollment provides rising juniors and seniors with the chance to enroll in college courses, allowing them to fulfill high school graduation requirements concurrently while earning college credits. Students can potentially earn up to 30 credit hours tuition free to transfer to a college or start working towards a technical diploma/certificate from a technical college. Dual Enrollment courses are rigorous, require independent learning, and effective time management skills. Therefore,



Other Academic Experiences, continued

we strongly encourage students and parents to consider this option thoroughly and thoughtfully before initiating the application process.

Career and Technical Education

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

Alpharetta High School offers career technology courses in Architectural Drawing and Design, Audio-Video Technology & Film, Business and Computer Science, Culinary Arts, Engineering and Technology, Healthcare Science, and Information Technology - Computer Science, Programming, and Web & Digital Design.

Work-Based Learning Programs

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

Credit earned for enrollment in work-based learning may count toward graduation as part of the student's cluster or pathway. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. There are several opportunities for students to participate in work-based learning. These opportunities include Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences. Many students also participate in leadership training through the Future Business Leaders of America, which serves the needs of students interested in a business career.

Virtual School/Online Programs

Students may complete additional courses through Fulton Virtual (FV), Georgia Virtual School (GAVS) or other approved online/virtual learning programs. It is imperative that students remain on track and are making daily progress in their assigned courses. If the student has a 69% or below



in his/her online course at the conclusion of the 6 week marking period and 12 week marking period, the student will be asked to return to the virtual lab for the remainder of the following marking period. (Example: If a student has a 60% at the end of the 6 week marking period, the student will be asked to return to the virtual lab until the beginning of the 12 week marking period.)

Fulton Virtual (FV): <https://www.fultonschools.org/FultonVirtual>
Georgia Virtual School (GAVS): www.gavirtualschool.org

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

Students who are not successful in a virtual class but request subsequent virtual classes will be required to seek approval from their counselor and Virtual Lab Coordinator (Mr. Bolin). Enrollment in any virtual class is a privilege, not a right. Additionally, if a student is approved to take a virtual class (through Fulton Virtual or Georgia Virtual, you must go off campus during that virtual period. Students found to be on campus during that virtual period after receiving a warning will be moved to a face-to-face class for the duration of the semester.

VIRTUAL

COURSE REQUEST

GUIDELINES

.....

*FOR SCHOOL DAY CLASSES

VIRTUAL COURSE GUIDELINES:

- PRIORITY PLACEMENT OF 9TH GRADERS IN FACE-TO-FACE COURSES
- PRIORITY PLACEMENT INTO FACE-TO-FACE CLASSES FOR ALL EOC COURSES (LIT/COMPOSITION II, BIOLOGY, ALGEBRA C&C, US HISTORY)
- VIRTUAL HEALTH/PE PRIORITIZED FOR SUMMER LEARNING

VIRTUAL COURSE NOTES:

- C.O.S.A STUDENTS HAVE ACCESS TO GRADUATION REQUIRED COURSES NOT OFFERED/OR AVAILABLE AT AHS
- STUDENTS WHO FAIL A FALL '26 VIRTUAL CLASS WILL RETURN TO FACE-TO-FACE INSTRUCTION
- VIRTUAL LEARNING CONTRACT REQUIREMENT
- SUPERVISION IS NOT PROVIDED TO VIRTUAL STUDENTS ON CAMPUS, STUDENTS MAY NOT REMAIN AT AHS DURING THEIR SCHEDULED CLASS PERIOD
- TRANSPORTATION MUST BE PROVIDED, PARKING IS NOT GUARANTEED



VIRTUAL STATEMENT:

AS WE PREPARE FOR THE 2026-2027 SCHOOL YEAR, WE ARE INTRODUCING AN IMPORTANT UPDATE TO OUR STUDENT SCHEDULING PROCEDURES FOR VIRTUAL COURSE ENROLLMENTS. BASED ON THE LEARNING OUTCOMES OF PAST STUDENTS, THIS UPDATE IS DESIGNED TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO HIGH-QUALITY, WELL-ROUNDED EDUCATIONAL OPPORTUNITIES.

THIS CHANGE WILL HELP US MAINTAIN A BALANCED APPROACH TO STUDENT LEARNING, ENSURING THAT BOTH IN-PERSON AND VIRTUAL COURSES ARE ALIGNED WITH OUR EDUCATIONAL GOALS AND PRIORITIES. AT THE SAME TIME, WE REMAIN COMMITTED TO PROVIDING STUDENTS WITH MEANINGFUL CHOICES IN SCHEDULING, EMPOWERING THEM TO SELECT COURSES THAT BEST MATCH THEIR INTERESTS AND ACADEMIC NEEDS. OUR CONTINUED FOCUS IS ON DELIVERING ENGAGING, HIGH-QUALITY INSTRUCTION IN CLASSROOMS WHERE EVERY STUDENT CAN THRIVE.

WE APPRECIATE YOUR UNDERSTANDING AND SUPPORT AS WE CONTINUE TO ENHANCE OUR APPROACH TO OFFERING A DIVERSE RANGE OF LEARNING OPPORTUNITIES.



Other Academic Experiences, continued

Summer School

Summer school provides an opportunity for students who need to make up work for courses not passed or to take selected courses for the first time.

Night School

Unique to Alpharetta High School, AHS Night School is designed to provide eligible students with an opportunity to earn first-time course credit. This program is not a credit recovery option. Students approved for the program will be enrolled in virtual courses and complete their coursework in a supervised AHS computer lab after school. For additional information and eligibility requirements, please contact your school counselor.

Fulton County Credit Recovery (FCCR)

This is an academic credit recovery option for students to earn credits, in order to complete graduation requirements. For more information, please contact Mr. Andrew Bolin (bolina@fultonschools.org).

Blended Learning

Blended Learning is a recent shift in education models that seeks to “blend” students’ learning across multiple mediums and spaces. In a Blended Learning model, students learn:

- ♦ at least in part through online learning, with some element of student control over time, place, path, and/or pace
- ♦ at least in part in a supervised brick-and-mortar location away from home
- ♦ the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience

Honors Recognitions

Honor Roll

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

Honor Graduates

AHS recognizes graduating seniors who have earned a weighted cumulative numeric average of 88.0 or higher at the end of the first semester of their senior year. Averages are calculated without rounding.

Honor distinctions are awarded as follows:

- ♦ Cum Laude: 88.0 – 91.9
- ♦ Magna Cum Laude: 92.0 – 95.9
- ♦ Summa Cum Laude: 96.0 and above

Students who meet the honor criteria are eligible to purchase an honor cord to wear during the graduation ceremony.

Honor Roll

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

STAR Student

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

Summit Cup and Faculty Cups

The most coveted award, the 3rd Ascent Summit Cup is presented at graduation to the student selected by the entire faculty as the best all-around member of the senior class. The Faculty Cup is awarded to the graduate who consistently demonstrates Respect, Integrity, Citizenship, and Hard Work as chosen by AHS Faculty and Staff.

Valedictorian/Salutatorian

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

Georgia Governor's Honors Program

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



Athletics Mission

As Raider Nation, we develop a culture of excellence, maintaining integrity, commitment and positive relationships to build leaders and champions in life.



Athletics





AHS Fight Song

Here we go, Raiders!
Let's go, Raiders!
Marching on to victory.
We will pillage! We will plunder!
Our stomping feet will sound of thunder!

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

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

R.I.C.H. Raider Anthem

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

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

Raider Athletics

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

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

Mascot and Colors

We are the Alpharetta Raiders and proudly display the school colors of black and silver with the accent color of cardinal. Our mascot is the Rowdy Raider. Use of school logos is prohibited without written permission from AHS administration. Please contact the Athletic Director for more information and authorization.



Athletic Director
Alejandro Romero

Athletic Administrative Assistant
Michelle Bennett

Teams and Coaches

Fall Sports

Cross-Country

Football

Sideline Cheerleading

Flag Football

Softball

Volleyball

Holly Baron

Daniel Carlisle

Abby Rich

Lauren Palace

Taylor Blankstein-Miller

Elizabeth Margeson

Winter Sports

Basketball, VB

Basketball, VG

Basketball Cheerleading

Swim and Dive

Wrestling, VB

Wrestling, VG

Ben Smith

Jessica Brunson

Mary Baxley

Shane Kearney

Anthony Murdock

Amy Longstreth

Spring Sports

Baseball

Boys Golf

Girls Golf

Gymnastics

Boys Lacrosse

Girls Lacrosse

Boys Soccer

Girls Soccer

Boys Tennis

Girls Tennis

Track and Field

Allen Strohecker

Kenya Lacy

Kathy Ghering

Shane Sweet

Jonathan Paul

Grayson Beck

Ian Brandau

Nick Phillips

Chase Mays

AJ Merine



Raider Athletics, continued

Eligibility: Competitive Interscholastic Activities

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

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

Special Note from the GHSA

In order to participate in high school sports...

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

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

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

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

New Student Athletic Eligibility

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



residency in the AHS service area and are academically eligible may still participate on 9th grade and JV teams.

Credits Required by Grade

10th grade	5 credits
11th grade	11 credits
12th grade	17 credits

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

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

Required Documentation

- ♦ copy of official transcript (10-12th graders)
- ♦ proof of a bona-fide move into the Alpharetta HS Service Area (canceled utility bill with previous address and a bill with new address)
- ♦ A completed GHSA Form B is required

For more information about GHSA Eligibility please visit: www.ghsa.net







Arts



Arts at AHS

Visual Arts

The Raider Visual Arts department strives to develop skills of perception, problem solving, and technique to give our students an understanding and appreciation for the endless artistic efforts in our daily lives. Our students are encouraged to express and nurture their creative instincts in a variety of ways including drawing, painting, ceramics, sculpture, jewelry, fashion design, photography, computer art and graphic design. They are also able to earn college credit in AP Art History, AP Studio Art, and IB Visual Arts. Students may also participate in the National Art Honor Society.

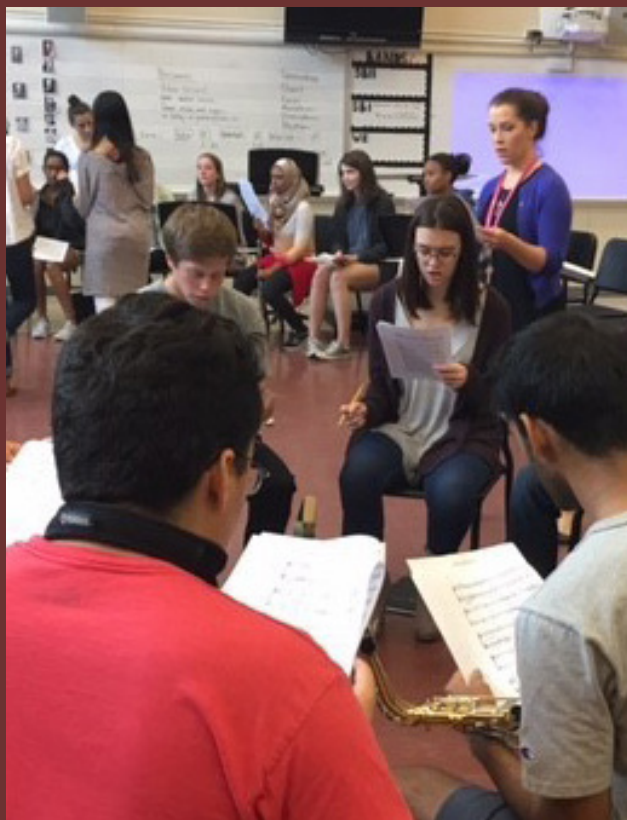
Chorus

The Alpharetta High School Chorus is a nationally recognized program consisting of 100+ singers in four choirs, one a cappella group, and a competitive GHSA Literary Meet team. Members of the program consistently audition for and perform in the Georgia All-State Chorus, Georgia All-State Reading Chorus, regional and national ACDA Honor Chorus, and Governor's Honors Program in voice.

The chorus program has been invited to perform at the 70th Commemoration Service for D-Day in Normandy, France, as well as cathedral performances in Germany, Austria, and Ireland. In 2023, SWE was awarded 2nd place at the Georgia Southern Invitational competition. Our choirs consistently receive superior ratings in performance and sight singing at Large Group Performance Evaluation.

Band

The Bands of Alpharetta is the most comprehensive organization on campus offering award-winning concert bands, a nationally competitive marching band, winter guard, and indoor drumline. It is our



goal to teach life through music, and thus create musicians for life. Today, the AHS Band continue to foster the pursuit of excellence by providing students with the highest quality experiences that prepare them for life beyond Alpharetta.

Orchestra

The Alpharetta Orchestra Program is comprised of five ensembles: Concert, Silver, Philharmonia, Sinfonia, and Symphony Orchestra, ensuring an ideal match for each student's skill level.

Engaging in orchestra not only offers students a refreshing break from their academic courses but also fosters a sense of community

within the school and between students. Each ensemble consistently garners numerous Superior ratings at the Georgia Large Group Performance Evaluations every year. Our students also exhibit strong representation in prestigious orchestras such as the Fulton County Honor Orchestra, the GMEA All State Orchestra, and the Emory Youth Symphony Orchestra. The highest-level orchestra ensemble, Symphony Orchestra, regularly collaborates with the AHS Wind ensemble to perform full orchestra repertoire.



Theater

Alpharetta High School is an Internationally award-winning theatre program. We teach classes in acting, technical theatre, and musical theatre, as well as perform 3-4 main stage shows a year. We emphasize respect, punctuality, and readiness. Collaboration, professionalism, and safety are vital for our theatre classroom and rehearsal spaces. We approach challenges with a growth mindset, upholding theatre values with integrity and enthusiasm. In our program, we cultivate an inclusive environment for learning, creativity, hard work, and teamwork.

Dance

The Alpharetta High School Dance program offers a comprehensive and holistic study of dance and embraces a variety of dance traditions and cultures--past, present, and looking towards the future. Performance, creative, and analytical skills are mutually developed through the creating and



Arts at AHS, continued

performing of dances in an effort to develop students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance and movement.

Music Technology

Students are taught industry standard music mixing and production in our state-of-the-art Music Technology lab. After taking at least two years students are eligible to earn professional certification in Avid Pro Tools.

Fine Arts Conduct

The Fine Arts Building is filled with artwork, music, and performances. Students are asked to be respectful of the facilities, equipment, and artwork on display. We ask that you do not touch the artwork or any materials on display. To ensure the safety of our students and the cleanliness of our building, it is closed during lunches and immediately after school unless there is a scheduled event.

It is the expectation that while enjoying a performance in the auditorium there is no food or drink consumed beyond the lobby. During performances audience members should refrain from talking and using a cell phone. While in the Fine Arts classrooms all equipment and materials are treated respectfully, and all students clean up after themselves to maintain the facilities.

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





Altruism



Raider Nation

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

Student Clubs and Organizations

The many organizations listed on the school’s website provide students with an opportunity to personally fulfill our motto, “Creating Opportunities for Excellence in Academics, Athletics, Arts, and Altruism.” We will host an activities fair during the fall Information Day where students can learn about many of the organizations on campus.

Membership announcements are made and posters go up throughout the year about these groups. Additional information, including a complete list of clubs and student organizations that meet at AHS, can be found on the school website under the “Activities” tab. If students are interested in forming a club, information can be found on the school web site or contact Marc Lassiat.

Community Support

Parent-Teacher-Student-Association (PTSA)

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

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

School Governance Council (SGC)

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

- ♦ Approve the school strategic plan and updates
- ♦ Approve the annual budget and annual resource allocations



- ♦ Interface with the schools' Title I Committee
- ♦ Manage the Request for Flexibility process
- ♦ Participate in hiring the principal (in the case of a vacancy)
- ♦ Provide annual feedback on principal performance.

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

AHS Foundation

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

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

Partners in Education

Thank you for your interest in supporting Alpharetta High School.

We truly appreciate your enthusiasm and willingness to contribute to our educational community. Please note that all partnerships are managed through the principal's office. If you are an interested in learning more about our partners in education program, we kindly ask you to contact the principal's assistant, Carolyn Vezeau, at vezeauc@fultonschools.org. We look forward to building a productive and supportive relationship with you.

Alpharetta High School Athletics Associatio

The Alpharetta High School Athletics Association (AHSAA) serves as the umbrella organization for all approved athletic booster clubs at Alpharetta High School. The Association exists to support and



Community Support, continued

strengthen athletic programs by providing oversight, guidance, and shared administrative resources.

The AHSAA provides member booster clubs with:

- ♦ Access to the Association's 501(c)(3) nonprofit status for charitable fundraising and donations.
- ♦ Annual tax filing and required nonprofit compliance.
- ♦ Financial oversight and governance support.
- ♦ Standardized operating procedures to ensure consistency, transparency, and accountability across all athletic booster organizations.

Each athletic booster club operates in partnership with the AHSAA and must comply with Alpharetta High School, Fulton County Schools, and AHSAA policies and procedures.

Athletic Booster Clubs

Every parent or guardian of a student-athlete is automatically considered a member of their respective athletic booster club and is encouraged to participate in supporting the program.

Each booster club is governed by an elected Booster Board responsible for the organization's leadership and operations. Standard officer positions include:

- ♦ President
- ♦ Vice President
- ♦ Treasurer
- ♦ Secretary

Booster Boards work collaboratively with the head coach and Athletic Director to enhance the student-athlete experience through fundraising, volunteer coordination, program support, and community engagement. While booster clubs provide valuable support, all athletic programs remain under the direction and supervision of the Alpharetta High School Athletic Department and school administration.

Fundraising

ALL fundraising must be pre-approved by school administration. Booster clubs, coaches, and employees can not enter or sign any agreements. All must follow FCBOE policies and procedures for handling school funds. This information is available from the bookkeeping office or the club sponsor.



Appendices



Appendix: A

Student Support Teams



Caseload by Student Last Name	Team	Role	Location
A - Coh	Sharolyn Ketchup	Assistant Principal <i>Safety & Security</i>	Suite 1330
	Cloe Crosby	Counselor	Suite 1320
Coi - Haq	Alona Shupe	Administrative Assistant <i>National Testing</i>	Suite 1220
	Jami Proksa	Counselor	Suite 1310
Har - Lo	Clair Greenaway	Assistant Principal <i>Scheduling</i>	Suite 1330
	Amy Longstreth	Counselor	Suite 1310
Lu - Peq	Tina Johnson	Assistant Principal <i>Special Education</i>	Suite 1220
	Letitia Graham	Counselor	Suite 1320
Per - Sha	Mike Scheifflee	Principal <i>School Leadership</i>	Suite 1200 Front Office
	Brandi Taylor	Counselor <i>Department Chair</i>	Suite 1310
She - Z	Errol Dice	Assistant Principal <i>Behavioral Supports</i>	Suite 1220
	Karen Bolt	Counselor	Suite 1320
Additional Support Staff			
	Frank Fortunato	IB/TAG Coordinator	Suite 1220
	Jaclyn Johnston	MTSS/504 Coordinator	Suite 1255
	Amy Landi	Instructional Support Teacher	Office 5220
	Brooke Edwards Maurer	School Psychologist	Office 5210
	Yanic Jean-Jacques	School Social Worker	Office 5204



Mike Scheifflee

Principal - Main Office Suite 1200



- Student Supports and Caseload: Per - Sha
- Instructional Leadership and Supervision
 - Administrative Team
 - Instructional Leadership Team (Dept. Chairs)
 - Athletic Director and Leadership Team
 - School Nutrition and Cafeteria
 - Webmaster
 - School Social Worker
 - Suite 1200 Professional Assistants
 - Student Teachers
- Faculty and Staff Evaluation Coordinator
 - Professional Development
 - TKES, LKES, PAR, Contributing Professionals
 - Human Resource Management
- Strategic Planning and School Improvement
 - Hiring and Retention
 - Budget and Financial Management
 - Instructional Leadership Team (ILT)
 - CCRPI Managment
- Public Relations and Communication
 - School Governance Council (SGC)
 - Partent Teacher Student Association (PTSA)
 - AHS Foundation
 - AHS Athletics Association
 - Partners in Education Programming
 - Contracting and Vendor Agreements
- Community Engagement
 - Communications
 - Raider Up - 9th Grade Orientation
 - Student Council Administrator
 - New Teacher Orientation Support



Errol Dice

Assistant Principal - Suite 1220

Student Behavioral Supports



- Student Supports and Caseload: She - Z
- Strategic Initiative: At Risk Alternative Pathways and Supports
 - Freshmen Foundations
 - Accelerated Career Diploma
- Instructional Leadership and Supervision
 - Social Studies and IRR Social Studies
 - CTAE and Career Technology
 - Work Based Learning
 - Virtual Learning Lab and Credit Recovery
 - In School Suspension and Detention
 - Media Center and Instructional Technology
 - Suite 1220 Professional Assistant
- Student Discipline Coordinator
 - Code of Conduct Management
 - Student Attendance Management
 - Title IX Coordinator
 - Detention/Suspension Coordinator
 - Honor Code Management
- Employee Time Management
 - Atlas Time Coordinator and Leave Approval
 - Substitute Services Coordinator
- Community Engagement:
 - Grade Level Meeting Coordinator
 - School Governance Council (SGC)
 - Student Device Coordinator
 - Americans with Disabilities Act (ADA) Coordinator



Clair Greenaway

Assistant Principal - Suite 1330

Master Scheduling



- Student Supports and Caseload: Har - Lo
- Strategic Initiative: 9th Grade Family Engagement and Communications
- Instructional Leadership and Supervision
 - Science and IRR Science
 - World Languages
 - Counseling
 - Student Records
 - Community Liaison
 - Data Clerks
 - Suite 1330 Professional Assistant
- Student Information Coordinator (SIC)
 - Master Schedule
 - Course Catalog
 - Grade Reporting Coordinator
 - Grade and Student Course Change Process Coordinator
 - Infinite Campus Oversight
- Accreditation Reports, State & Federal Reports (FTE)
 - TAG FTE w/ F. Fortunato
 - Remedial FTE w/ N. McCleskey
 - Special Education FTE w/ T. Johnson
 - ESOL FTE w/ G. Priya
- Community Engagement
 - Student Enrollment
 - Foreign Exchange Student Assignment
 - Counseling Services Monitoring and Support
 - Transcription Monitoring
 - Middle School Transition Coordinator
 - Bell Schedules



Tina Johnson

Assistant Principal - Suite 1220
Special Education



- Student Supports and Caseload: Lu - Peq
- Strategic Initiative: Board Policy and Grade Compliance
 - “The Raider Grader”
- Instructional Leadership and Supervision
 - Math and IRR Math
 - IRR and ID Special Education
 - Paraprofessionals
 - CTIs
 - Instructional Support Teacher (IST)
 - Itinerant and Support Staff
 - Psychologists, Speech Language Pathologist
- Leadership of Services for Exceptional Children (SEC)
 - Special Education Scheduling and Compliance
 - Georgia Alternative Assessments Oversight
 - Manifestation Determination Review Coordinator
 - Middle School Transition Coordinator for Students with Disabilities
 - Special Education FTE Coordinator
- Community Engagement
 - Data Analytics Specialist
 - MTSS Oversight and Support
 - Professional Qualifications & In-Field Coordinator
 - RISE and Recovery Expectations and Monitoring



Sharolyn Ketchup

Assistant Principal - Suite 1330

Safety and Security



- Student Supports and Caseload: A - Coh
- Strategic Initiative: One Card Identity Management (Student ID's)
- Instructional Leadership and Supervision
 - English Language Arts (ELA) and IRR ELA
 - Fine Arts
 - ESOL
 - Custodians
 - Clinic and Studnet Health Services
 - Campus Security Associate (CSAs)
- Safety and Security Coordinator
 - Student and Staff ID Distribution
 - Centegix Badge Management
 - Staff Access, Key and Code Management
 - Stafey Drill Scheduling and Facilitation
- Building Maintenance
 - District Work Orders
 - Custodial Services
- Community Engagement
 - Open House Coordinator
 - Textbook Coordinator



Alona Shupe

Administrative Assistant - Suite 1220

National Testing Coordinator



- Student Supports and Caseload: Coi - Haq
- Assessment Coordinator, National Testing
 - Advanced Placement (AP) College Board Program Coordinator
 - PSAT Testing Coordinator
 - SAT Testing Coordinator
 - ACT Testing Coordinator
 - College Board and ACT Accommodations Request Coordinator
- Team Supports
 - MTSS and RTI
 - Senior at Risk Oversight
 - Admin and ILT Meeting Minutes and Records
- Community Engagement
 - Off Campus Privilege and Extended Lunch
 - Student ID Stickering
 - Student Lockers
 - School Clubs and Organizations
 - AHS Mascot Program - Rowdy the Raider
 - Field Trips



Frank Fortunato

Administrative Assistant
IB/TAG Coordinator - Suite 1220



- Strategic Initiative: Alumni Relations
- International Baccalaureate (IB) Coordinator
 - IB Extended Essay Implementation
 - IB Creativity, Activity, Service (CAS) Implementation
 - IB Testing Coordinator
- TAG Program Coordinator
 - TAG Internship
 - TAG Directed Studies
- Academic Program Events
 - Curriculum Night
 - Magnet Open House
 - Evening of Excellence
 - Four Pillars (Honors Night)
- Community Engagement
 - School Tours Coordinator
 - Enrichments Coordinator
 - Teacher for a Day Program Coordinator
 - Student Handbook Coordinator
 - Teacher of the Year/Professional of the Year Coordinator



Michelle Copeland

Administrative Assistant

State and Local Testing Coordinator - Suite 1255



- Strategic Initiative: Staff Satisfaction and Engagement
- Assessment Coordinator, State Testing
 - Georgia Milestones (EOC) Assessments
 - Georgia Alternative Assessment (GAA)
 - FCS Universal Screener Assessment
 - CTAE Pathway Assessments
 - ACCESS Testing (ESOL)
 - YouScience Aptitude & Career Discovery
 - GaDOE Health Survey
 - AHS Final Exams Coordinator
- Employee Experience Manager
 - Faculty and Staff Wellness Coordinator
 - New Teacher Orientation (NTO)
 - Faculty Handbook Coordinator via Canvas
 - FCS GoTIP Coordinator
 - Employee Exit Strategy
- Community Engagement
 - Student Supervision - Scheduling and Monitoring
 - Transportation Coordinator
 - AHS Foundation
 - Graduation and Senior Class Liason
 - Lets Talk - OnFlow Manager
 - CANVAS Coordinator
 - Governor's Honors Program (GHP) Coordinator



Jaclyn Johnston

Administrative Assistant

MTSS/504 Coordinator - Suite 1255



- Strategic Initiative: Staff Satisfaction and Engagement
- Multi-Tiered System of Supports (MTSS) Coordinator
 - Section 504 Manager
 - Student Support Teams (SST) Management
 - Response to Intervention (RTI)
 - Student Support Skills (SSS)
 - HDSG Tutoring and Support
- Credit Programming Coordinator
 - AHS Night School
 - Credit Recovery
- Community Engagement
 - Positive Behavioral Interventions and Supports (PBIS)
 - Faculty Email Distribution Manager
 - Faculty Calendar Invitation Manager
 - National Honor Society Administrator



Alejandro Romero

Athletic Director - Suite 1200



- Strategic Initiative: Alumni Relations
- Instructional Leadership and Supervision
 - Health and Physical Education
 - Coaching Staff
 - Assistant Athletic Director
 - Athletic Training Staff
- Athletic Program Coordinator
 - Budget Oversight
 - Athletic Facilities Oversight & Maintenance
 - Scheduling
 - GHSA Athletic Eligibility
 - Athletic Social Media, Website, and Communications
 - Booster Club Liaison
 - Jr Raider Liaison
- Community Engagement
 - Open Gym Coordinator
 - AHS Foundation
 - Master Calendar and Event Reservations
 - Events Coordinator, Staff and Supervision
 - Grounds Maintenance and Landscaping
 - Student and Staff Parking
 - Coca-Cola Contract Manger



Counseling Department



Brandi Taylor, Department Chair

Caseload: Pes - Sha

- 12th Grade Bridge Bill
- 11th Grade Guidance
- Dual Enrollment Coordinator
- Graduation Primary Support
- HOPE Verification
- PTSA Scholarship Interview Coordinator
- Counseling Website
- College Fair w/ J. Proksa
- SAT/ACT Fee Waiver

Karen Bolt

Caseload: She - Z

- Honors Night Primary Support
- STAR Student & Teacher
- 8th Grade Tour Primary Support
- Trade Talks
- Naviance
- U. of Rochester Nominations
- Honors Graduation Cords
- Applerouth and Test Prep
- GT Distance Math
- SAT/ACT Fee Waiver

Letitia Graham

Caseload: Lu - Per

- 9th Grade Bridge Bill
- Senior Checklist
- ASVAB Coordinator
- Trade Talks
- Peachtree College Planning
- Prudential Spirit of Community Award
- SAT/ACT Fee Waiver

Amy Longstreth

Caseload: Har - Lo

- Summit Counseling Liaison
- Dual Enrollment Support
- 8th Grade Transition Activities
- 8th Grade Tour
- Raider Ambassador
- Virtual Liaison
- New Students
- SAT/ACT Fee Waiver

Jami Proksa

Caseload: Coi - Haq

- 10th Grade Bridge Bill
- National Merit Program
- NCAA Coordinator
- Posse Nomination Process
- Suicide Prevention Awareness Month
- Signs of Suicide
- SAT/ACT Fee Waiver
- Hispanic College Fair

Cloe Crosby

Caseload: A - Coh

- 11th Grade Bridge Bill
- 11th Grade Guidance
- College Fair
- Trade Talks
- Local School Crisis Coordinator
- NCAA Coordination w/ J. Proksa
- Suicide Prevention Awareness Month
- Hispanic College Fair w/ J. Proksa
- SAT/ACT Fee Waiver



Assessment Teams



AP Testing Team

Alona Shupe, Coordinator
Sharolyn Ketchup*
Errol Dice
Amy Landi
Karen Bolt
Amy Longstreth

PSAT Testing Team

Alona Shupe, Coordinator
Jaclyn Johnston*
Sharolyn Ketchup
Frank Fortunato
Brandi Taylor

SAT Day Team

Alona Shupe, Coordinator
Jaclyn Johnston*

ACT Day Team

Alona Shupe, Coordinator
Jaclyn Johnston*
Brandi Taylor

IB Testing Team

Frank Fortunato, Coordinator
Alejandro Romero
Letitia Graham

EOC Testing Team

Michelle Copeland, Coordinator
Tina Johnson
Alejandro Romero
Jami Proksa
Cloe Crosby
Amy Landi
Ginni Priya

ACCESS Testing

Ginni Priya, Coordinator
Mike Womack
Sharolyn Ketchup

Map Testing

Michelle Copeland, Coordinator
Jaclyn Johnston
Amy Landi

Testing Accomodations

Michelle Copeland, Coordinator
Jaclyn Johnston
Alona Shupe
Tina Johnson
Amy Landi

*indicates backup team lead



Engagement Teams



Faculty Engagement & Wellness

Michelle Copeland, Coordinator
Frank Fortunato
Jaclyn Johnston
Alona Shupe
Kelly Talele

New Teacher Orientation

Michelle Copeland, Coordinator
Mike Scheifflee

CCRPI Team

Mike Scheifflee, Coordinator
Tina Johnson
Michelle Copeland

Advisement Team

Clair Greenaway, Coordinator
Jaclyn Johnston
Frank Fortunato
Tina Johnson

Master Schedule

Clair Greenaway, Coordinator
Tina Johnson
Frank Fortunato

CANVAS Champions

Michelle Copeland, Coordinator
Adriana De Lap

Communications

Mike Scheifflee, Coordinator
Elizabeth Margeson
Alejandro Romero
Kelly Talele
Carolyn Vezeau

Vanguard

Kurt Davies
Jarod Manoy

Virtual Lab

Errol Dice, Coordinator
Jaclyn Johnston

Freshmen Foundations

Errol Dice, Coordinator
Jaclyn Johnston
Letitia Graham
Aliyah Johnson

Gradebook Champions

Kurt Davies
Penni Johnson
Gregg Plimpton

*indicates backup team lead



Engagement Teams



Custodial Staff

Amilia Cadet, Head Custodian
Charles Elysee, BCII
Kerby Guillaume, BCI
Rosean Jean, BCI
Engjellush Begolli, BCI
Vladimytelly Deserne, BCI
Leodert St Louis, BCI
Chandelet Richemond, BCI
Luther Whitaker, BCI
Michelot Michel, BCI

School Nutrition

Luci Araujo, Manager
Montserrat Contrera Flores
Paul Coxwell
Gabriela Da Luz Garcia Da Rosa
Elizabeth Lopez De Ulloque
Martha Nunez Del Prado
Maria Ortiz
Shannon Upton

Special Events

Sharolyn Ketchup
Alejandro Romero
Amilia Cadet

Academic Events

Frank Fortunato, Coordinator
Alona Shupe

Alumni Relations

Frank Fortunato
Alejandro Romero

Raider Up

Becca Michael, Coordinator
Danita Chiclana
Jacob Hood
Amy Landi
Sandra Papp
Mike Womack
Virginia Brown
Taylor Blankstein-Miller
Penni Johnson
Annemarie Agodio
Mary Baxley
Kaleigh Schlosser
Annie West
Mary Franchak

Middle School Transition

Clair Greenaway
Mike Scheifflee
Amy Longstreth

Graduation Ceremony

Michelle Copeland, Coordinator
Brandi Taylor
Alona Shupe
Frank Fortunato
Jaclyn Johnston
Kelly Talele



*indicates backup team lead

Support Professionals



Professional Assistants and Clerical Support

The Professional Assistant (PA) provides managerial and operational support that supplements the role of school administrators, with the primary goal of allowing administrators greater flexibility to focus on student achievement and instructional leadership. This position provides administrative support for one or more individuals. Professional Assistants play a multifaceted role in supporting the daily operations of the school by assisting administrators, staff, students, and families. They contribute across key functional areas, including administrative and clerical operations, student services, staff and human resources functions, operational logistics, data management, and community engagement, ensuring an efficient and responsive school environment.

Carolyn Vezeau, Principal's Assistant, Coordinator

Michelle Bennett, Athletics Business Manager, Main Office

Donna Byrd, School Registrar, Main Office

Paula Cisneros, Records Clerk, Suite 1310

Mary Franchak, AP Assistant, Suite 1330

Tanoni Houston, School Bookkeeper, Main Office

Antionette Jean, School Clinic Aid

Alina Johnson, Attendance Clerk, Main Office

Nancy McCleskey, School Data Clerk, Suite 1330

Donna Mohrig, School Data Clerk, Suite 1330

Sandra Papp, Community Liaison, Suite 1320

Landis Ross, Reception, Main Office

Kelly Talele, Testing/Graduation Assistant, Suite 1255

Annie West, AP Assistant, Suite 1220



Appendix: B



Alpharetta High School 2025-2026 BELL SCHEDULE



Students should not plan to arrive before 7:30 am unless they have a pre-arranged appointment with a teacher. Students must exit the building by 3:35 pm unless they are with a teacher.

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

FIRST PERIOD	8:20 am – 9:13 am	Moment of Silence / Pledge of Allegiance
SECOND PERIOD	9:18 am – 10:10 am	
THIRD PERIOD	10:15 am – 11:07 am	
FOURTH PERIOD	11:12 am – 12:04 pm	Lunch for Language Arts, Social Studies, World Language, Class for Math, Science, Career Tech, Fine Arts, P.E./Health, Virtual Lab
FIFTH PERIOD	12:09 pm – 12:39 pm	ADVISEMENT (M-F) – Silent Study, Enrichments, and SST. Announcements and other activities/events as needed
SIXTH PERIOD	12:44 pm – 1:36 pm	Lunch for Math, Science, Career Tech, Fine Arts, P.E./Health, Virtual Lab Class for Language Arts, Social Studies, World Language
SEVENTH PERIOD	1:41 pm – 2:33 pm	
EIGHTH PERIOD	2:38 pm – 3:30 pm	Afternoon Announcements

52 Minute Classes/ 52 Minute Lunch Periods/ 30 Minute Advisement / 5 Minutes between classes

ADVISEMENT Monday – Friday

12:09pm – 12:39pm

EITHER:

- Advisement
- Enrichment
- Intervention
- Off Campus (if approved and on your schedule)
- Student Success Skills
- Study Hall

For the first week of school, we will have an altered bell schedule due to our Fall Distribution Event. See below. We will return to the regular bell schedule (above) on Monday, August 11th.

Monday, August 4th

FIRST PERIOD 8:20 am – 9:13 am
SECOND PERIOD 9:18 am – 10:10 am
THIRD PERIOD 10:15 am – 11:07 am
FOURTH PERIOD 11:12 am – 12:04 pm
FIFTH PERIOD 12:09 pm – 12:39 pm
SIXTH PERIOD 12:44 pm – 1:36 pm
SEVENTH PERIOD 1:41 pm – 2:33 pm
EIGHTH PERIOD 2:38 pm – 3:30 pm

Tuesday, August 5th – Friday, August 8th

ADVISEMENT 8:20am – 10:15am
FIRST PERIOD 10:20am – 11:00am
SECOND PERIOD 11:05am – 11:45am
FOURTH PERIOD 11:50am – 12:30pm
SIXTH PERIOD 12:35pm – 1:15pm
THIRD PERIOD 1:20pm – 2:00pm
SEVENTH PERIOD 2:05pm – 2:45pm
EIGHTH PERIOD 2:50pm – 3:30pm

Creating opportunities for excellence in academics, arts, athletics, and altruism.

Counseling Department



Brandi Taylor, Department Chair

Caseload: Pes - Sha

- 12th Grade Bridge Bill
- 11th Grade Guidance
- Dual Enrollment Coordinator
- Graduation Primary Support
- HOPE Verification
- PTSA Scholarship Interview Coordinator
- Counseling Website
- College Fair w/ J. Proksa
- SAT/ACT Fee Waiver

Karen Bolt

Caseload: She - Z

- Honors Night Primary Support
- STAR Student & Teacher
- 8th Grade Tour Primary Support
- Trade Talks
- Naviance
- U. of Rochester Nominations
- Honors Graduation Cords
- Applerouth and Test Prep
- GT Distance Math
- SAT/ACT Fee Waiver

Letitia Graham

Caseload: Lu - Per

- 9th Grade Bridge Bill
- Senior Checklist
- ASVAB Coordinator
- Trade Talks
- Peachtree College Planning
- Prudential Spirit of Community Award
- SAT/ACT Fee Waiver

Amy Longstreth

Caseload: Har - Lo

- Summit Counseling Liaison
- Dual Enrollment Support
- 8th Grade Transition Activities
- 8th Grade Tour
- Raider Ambassador
- Virtual Liaison
- New Students
- SAT/ACT Fee Waiver

Jami Proksa

Caseload: Coi - Haq

- 10th Grade Bridge Bill
- National Merit Program
- NCAA Coordinator
- Posse Nomination Process
- Suicide Prevention Awareness Month
- Signs of Suicide
- SAT/ACT Fee Waiver
- Hispanic College Fair

Cloe Crosby

Caseload: A - Coh

- 11th Grade Bridge Bill
- 11th Grade Guidance
- College Fair
- Trade Talks
- Local School Crisis Coordinator
- NCAA Coordination w/ J. Proksa
- Suicide Prevention Awareness Month
- Hispanic College Fair w/ J. Proksa
- SAT/ACT Fee Waiver



Appendix: D

Disciplinary Intervention Cycles

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

Private Detention (Teacher-Assigned Detention)

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

Public Detention (Administrative Detention)

Students must report to office 1220 by 3:35 PM. There are no longer morning detention options. Tardiness to detention is not acceptable and will result in further disciplinary action. See Detention Rules and Guidelines below.

Lunch Detention

Administrators have authority to assign lunch detention for violations to the Code of Conduct. The detention occurs during the student's lunchtime, either 4th or 6th period. For Lunch Detention, students should report directly to Office 1220 at the beginning of their lunch period and must be in the office before the tardy bell rings. Tardiness to detention is not acceptable and will result in further disciplinary action. See Detention Rules and Guidelines below.

Extended Day Detention (EDD)

For some attendance, behavior and other infractions, students are assigned to one or more sessions of Extended Day Detention. EDD is held each Tuesday or Thursday, from 3:35 pm to 5:30 pm in Room 1122. Tardiness to detention is not acceptable and will result in further disciplinary action. Students are not admitted late. Students who fail to attend/report on time to EDD will receive further consequences. See Parking Policy for additional information. See also Detention Rules and Guidelines below.

Detention Rules & Guidelines

1. Tardiness to detention is not acceptable and tardy students will not be allowed entrance.
 - Students must report to office 1220 by 3:35 PM for Afternoon Public Detention, and Extended Day Detention. Students will not be admitted into detention if they report to Office 1220 after 3:35 PM. For Lunch Detention, students should report directly to office 1220 at the beginning of their lunch period before the tardy bell.
 - Students who fail to attend/report on time to detention will result in further disciplinary action.
2. Students may use the silent study time to complete schoolwork, read, or complete other projects as approved by the instructor.
3. Students must do school work or read during detention. Therefore, student will need to bring appropriate study materials to detention. Students will not be allowed to go to their lockers before, during or after detention. Students who fail to bring adequate materials needed for silent study may not receive credit for participation in detention and/or the detention supervisor may assign a teacher-made assignment.
4. Students are expected to follow school as well as detention rules of conduct.
 - Students may not talk or communicate in any way, sleep, eat, chew gum, rest head upon desk, or otherwise waste time. Earbuds are not permitted to be worn while serving detention.
 - For EDD, students may bring a snack to be eaten during the 10-minute break.
 - No food or drink except during a supervisor approved. Water is allowed.
 - No electronic devices except calculators or school approved student devices are allowed. Cell phones must be put away and out of sight. The detention supervisor may collect cell phones at the start of the detention and the supervisor will return the cell phones at the end of the detention. If a cell phone is confiscated for violation of detention rules, further consequences may be issued.
 - Students who violate any detention rules will be asked to leave and will receive no credit for participation. A parent will be notified if a student is asked to leave and further consequences may be issued.
5. After-school detention will conclude promptly at the appointed time. Students must leave campus immediately upon dismissal.
6. Transportation to and from detention will be provided by the parent/guardian or student.

Appendix: D, continued

In-School Suspension (ISS)

In-School Suspension is held every day, Monday thru Friday in room 1702. Students assigned to In-School Suspension will report to office 1220 at the start of their assigned ISS day(s). Class assignments will be sent hardcopy, email, and/or electronic platform to students serving ISS and the ISS supervisor. Students must attempt to complete all assignments before the end of their assignment. Students will incur more hours or days of ISS if they violate any ISS or Code of Conduct rules. Credit will be given only for full days served with no rule infractions. ISS students who check-in or check-out will be given NO credit or more days of ISS unless a doctor's note is presented.

ISS Activities Policy

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

Out-of-School Suspension (OSS)

Students suspended out-of-school are not to be on school system property for any reason at any time. OSS students have the opportunity to make-up all work missed during the period of suspension. Students will also be afforded additional days (the same number of days as the suspension) to make up work once they return from their out of school suspension.

Important Note for Students with Parking Passes

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

Before and After School Restriction

Students who violate school rules are subject to time restrictions on campus. This can include, but is not limited to, being required to leave campus immediately upon dismissal and/or not

being allowed to attend or participate in school sponsored activities. Failure to comply will be considered trespassing.

DETENTION OPTIONS, RULES AND GUIDELINES			
Detention Options	Days	Time	Check-In Location
<i>In-School Suspension (ISS)</i>	<i>Monday-Friday</i>	<i>8:20am - 3:30pm</i>	<i>1220</i>
<i>Public Detention</i>	<i>Tuesday or Thursday</i>	<i>3:35pm - 4:35pm</i>	<i>1220</i>
<i>Extended Day Detention (EDD)</i>	<i>Tuesday or Thursday</i>	<i>3:35pm - 5:35pm</i>	<i>1220</i>
<i>Lunch Detention</i>	<i>Monday-Friday</i>	<i>Entire Lunch Period</i>	<i>1220</i>
<i>Anchor Time Detention</i>	<i>Tuesday-Thursday</i>	<i>12:09pm - 12:39pm</i>	<i>1220</i>

FAILURE TO SERVE PUBLIC DETENTIONS (Rule 12c)	
Failure to Serve	Consequence
<i>Failure to serve 1-4 times</i>	<i>Public Detention</i>
<i>Failure to serve 5+ times</i>	<i>In-School Suspension (ISS)</i>
<i>Lunch Detention</i>	<i>Public Detention</i>
<i>Anchor Time Detention</i>	<i>Public Detention</i>
<i>Public Detention</i>	<i>Extended Day Detention (EDD)</i>
<i>Extended Day Detention (EDD)</i>	<i>In-School Suspension (ISS)</i>

CONSEQUENCES FOR CELL PHONE/PCD (Rule 18e & 18F)	
Violation #	Consequence
<i>Class Warning</i>	<i>Teacher Warning Communication (Verbal, Written, and/or Procedural)</i>
<i>1</i>	<i>Teacher collection of device (Device will be returned to the student at the end of class)</i>
<i>2</i>	<i>Administrative Intervention (Teachers will call for admin support and device will be confiscated for parent pick-up)</i>
<i>Any student who refuses to submit a cell phone for confiscation will receive further consequences for insubordination (Rule 7a)</i>	
<i>Parents must retrieve confiscated cell phones/PCDs from the front office only between the office hours of 3:30pm - 3:45pm</i>	

Appendix: F

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

Mission: To educate every student to be a responsible, productive citizen.

Vision: For all students to learn to their full potential.

Are you putting these **values** at the forefront?

- ♦ We value **teamwork** by working together to meet common goals.
- ♦ We value **integrity** by being honest, ethical, and transparent.
- ♦ We value **accountability** by taking responsibility for decisions and outcomes.

Here are our **Strategic Plan Goals**:

- ♦ Enhance performance for all students.
- ♦ Prioritize safety and operational efficiency.
- ♦ Ensure impactful programming.
- ♦ Strengthen workforce engagement.
- ♦ Utilize fiscal resources effectively.
- ♦ Deepen community connections.



Alpharetta High School is part of Zone 7 in the Fulton County School System.

Fulton County Board of Education

District 1: Sara Gillespie

District 2: Lillie Pozatek

District 3: Katie Gregory

District 4: Frenchesca Warren, Vice President

District 5: Kristin McCabe, President

District 6: Kimberly Dove

District 7: Dr. Michelle Morancie

Fulton County Schools

Dr. Mike Looney, Superintendent

Administrative Center
6201 Powers Ferry Road NW
Atlanta, GA 30339
470-254-3600 main
www.fultonschools.org

Zone 7

The schools of Fulton County are divided into "learning zones." Each is managed by an area superintendent.

Dr. Kibbey Crumbley, Area Superintendent

North Learning Center
450 Northridge Parkway
Sandy Springs, GA 30350
470-254-7770

TITLE IX

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

Sexual Harassment

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

Harassment or Acts of Bigotry

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

Fulton County School System Graduation Requirements

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

Appendix: F, continued

Fulton County School System Graduation Requirements, continued

Courses	Units of Credit
<i>Mathematics</i>	4 Units:
	1 unit of Algebra (1.0) 1 unit of Geometry (1.0) 1 unit of Algebra II or Pre-Calculus (1.0) 1 additional math unit: ♦ Pre-Calculus (1.0) ♦ Advanced Mathematical Decision Making (1.0) ♦ AP Calculus AB/BC (1.0) ♦ AP Statistics (1.0) ♦ College Calculus II and III (via GA Tech) ♦ IB Mathematics
<i>Social Studies</i>	3 Units:
	0.5 unit of American Government/Civics 1 unit of World History 1 unit of United States History 0.5 unit of Economics
<i>World Language* AND/OR CTAE** (Career, Technical and Agricultural Education) AND/ OR Fine Arts</i>	3 Units:
	*Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same world language. **Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.
<i>Health/Physical Education</i>	1 Unit:
	0.5 unit of Health 0.5 unit of Personal Fitness
<i>Electives</i>	4 Units
Total:	23 Units
<i>The above represent minimum graduation requirements.</i>	
WAIVER OF REQUIREMENTS - THE TOTAL NUMBER OF REQUIRED UNIT CREDITS (23) CANNOT BE WAIVED.	

1. Science: Courses to meet the 4th year requirement include AP Physics 1, 2, or C, AP Biology, AP Chemistry, AP Environmental Science, Human Anatomy and Physiology, Environmental Science, Earth Systems, AP Computer Science A**, and Engineering Application**

*4th science unit may be used to meet both the science and elective requirements.

** CTE Sciences – Universities may not count as a Science

2. Math Selectives: AMDM, AP Statistics, AP Calculus AB, AP Calculus BC, or Calculus II/III at Georgia Tech
3. CTAE: Architectural Drawing and Design, Audio-Video Technology & Film, Business and Computer Science, Culinary Arts, Engineering and Technology, Healthcare Science, and Information Technology – AP Computer Science A, AP Computer Science Principles, Programming, and Web & Digital Design.

Appendix: G



Advanced Studies/TAG Department



Notification to Parents of the Screening and Referral Process for Gifted Students

The consideration for gifted services may be reported or automatic as defined by the GaDOE Resource Manual for Gifted Education Services. The Fulton County School System screens all students for eligibility for gifted services twice a year and uses a systematic approach to identify highly capable students who may qualify for gifted services. The gifted teacher routinely reviews available data to refer students for further assessment. Students meeting either the automatic screening OR the classroom screening criteria AND who have supporting data gathered from test history, products, and/or advanced content levels are referred for additional testing to determine gifted eligibility.

#1: Automatic Screening: Identifies students who score at specified levels on a norm-referenced test as defined in the GaDOE Resource Manual for Gifted Education Services, for further assessment to determine eligibility for gifted services. During each school year, TAG teachers review existing test data as outlined below.

- Grades K-9
 - Students with scores in the 90th percentile or greater on the current school year's administration of the system's iReady assessment for Reading or Mathematics. Supporting data is needed. **(Grades K-8)**
 - Students must score in the Distinguished Level (Level 4) in Reading or Mathematics sections of the previous year's Georgia Milestones assessment. Supporting data is needed. **(Grades 3-9)**
- Grades 9-12:
 - Students with scores in the 90th percentile or greater on the current school year's administration of the system's NWEA MAP for Reading or Mathematics. Supporting data is needed. **(Grades 9, 10, 11, 12)**
 - Students must have a score in the 90th percentile or greater on the critical reading section or the mathematics section of the PSAT. Supporting data is needed. **(Grades 9, 10, 11)**
 - Students must have an overall cumulative average of 95 or greater. Supporting data is needed. **(Grades 10, 11, 12)**

#2: Classroom Screening: A district screening window of 10 days at the end of the first semester to review all students in the school in grades K-11. Classroom teachers use the Characteristics Instrument for Screening Students (CISS) to identify students with superior abilities in five or more of the following areas: motivation, interests, communication skills, problem-solving abilities, memory, inquiry, insight, reasoning, creativity, and humor.

#3: Reported Referrals: All reported referrals (parent, teacher, self, peer, and/or administrator) are completed through the two system-level screening and referral processes each year. All reported referrals are first reviewed by the local TAG Advocacy Council to consider if two pieces of supporting data exist to warrant formal testing for gifted eligibility.

Additional Information: Students who meet either the automatic screening OR classroom screening criteria AND who have supporting data gathered from test history, products, and/or advanced content levels are referred for gifted placement testing. Parents may request to view their child's screening results by reaching out to their school's gifted contact. Once referred to testing:

- Parents receive the FCS Notification of Consideration for Gifted Services (Consent to Test) and must give written permission for testing to take place.
- Student is tested for the gifted program.
- Parents receive test results.
- If state eligibility is determined to be met, students are placed in the gifted program with parental consent.

Appendix: G, continued



Advanced Studies/TAG Department



Notificación a los padres del proceso de selección y referencia para estudiantes superdotados

La consideración para los servicios para superdotados puede ser reportada o automática según lo definido por el Manual de Recursos de “GaDOE” para Servicios de Educación para Dotados. El Sistema Escolar del Condado de Fulton evalúa a todos los estudiantes para determinar la elegibilidad para los servicios para superdotados dos veces al año y utiliza un enfoque sistemático para identificar a los estudiantes altamente capaces que pueden calificar para los servicios para superdotados. El maestro del programa revisa rutinariamente los datos disponibles para referir a los estudiantes para una evaluación adicional. Los estudiantes que cumplen con la evaluación automática O los criterios de selección del aula Y que tienen datos de respaldo recopilados del historial de pruebas, productos y / o niveles de contenido avanzado son referidos para pruebas adicionales para determinar la elegibilidad de los superdotados.

#1: Detección automática: Identifica a los estudiantes que obtienen puntajes en niveles específicos en una prueba referenciada a normas como se define en el Manual de recursos de “GaDOE” para servicios de educación para superdotados, para una evaluación adicional para determinar la elegibilidad para los servicios para superdotados. Durante cada año escolar, los maestros de TAG revisan los datos de las pruebas existentes como se describe a continuación.

- Grados K-9
 - Estudiantes con puntajes en el percentil 90 o más en la administración del año escolar actual de la evaluación “iReady” del sistema para lectura o matemáticas. Se necesita Información/datos de apoyo. **(Grados K-8)**
 - Los estudiantes deben obtener una puntuación en el Nivel Distinguido (Nivel 4) en las secciones de Lectura o Matemáticas de la evaluación “Georgia Milestones” del año anterior. Se necesita Información/datos de apoyo. **(Grados 3-9)**
- Grades 9-12:
 - Estudiantes con puntajes en el percentil 90 o más en la administración del año escolar actual del “NWEA MAP” del sistema para Lectura o Matemáticas. Se necesita Información/datos de apoyo. **(Grados 9, 10, 11, 12)**
 - Los estudiantes deben tener un puntaje en el percentil 90 o más en la sección de lectura crítica o en la sección de matemáticas del “PSAT”. Se necesita Información/datos de apoyo. **(Grados 9, 10, 11)**
 - Los estudiantes deben tener un promedio acumulativo general de 95 o más. Se necesita Información/datos de apoyo. **(Grados 10, 11, 12)**

#2: Evaluación en el aula: Las escuelas tienen un periodo de evaluación del distrito de 10 días al final del primer semestre para revisar a todos los estudiantes de la escuela en los grados K-11. Los maestros de aula utilizan el Instrumento de Características para Evaluar a los Estudiantes (CISS, por sus siglas en inglés) para identificar a los estudiantes con habilidades superiores en cinco o más de las siguientes áreas: motivación, intereses, habilidades de comunicación, habilidades de resolución de problemas, memoria, indagación, perspicacia, razonamiento, creatividad y humor.

#3: Referencias reportadas: Todas las referencias reportadas (padres, maestros, propias, compañero y/o administrador) se completan a través de los dos procesos de selección y referencia a nivel del sistema cada año. Todas las referencias reportadas son revisadas primero por el Consejo de Defensa de TAG local para considerar si existen dos datos de respaldo que justifiquen una prueba formal de elegibilidad para los superdotados.

Información adicional: Los estudiantes que cumplen con los criterios de evaluación automática O de evaluación en el aula Y que tienen datos de respaldo recopilados del historial de exámenes, productos y / o niveles de contenido avanzado son referidos para la prueba de nivel para superdotados. Los padres pueden solicitar ver los resultados de las pruebas de detección de sus hijos comunicándose con el contacto superdotado de su escuela. Una vez referido a las pruebas:

- Los padres reciben la Notificación de Consideración de FCS por Servicios para Dotados (Consentimiento para la Prueba) y deben dar permiso por escrito para que se realicen las pruebas.
- El estudiante es evaluado para el programa de dotados.
- Los padres reciben los resultados de las pruebas.
- Si se determina que se cumple con la elegibilidad estatal, los estudiantes son colocados en el programa de superdotados con el consentimiento de los padres

Updated July 2025

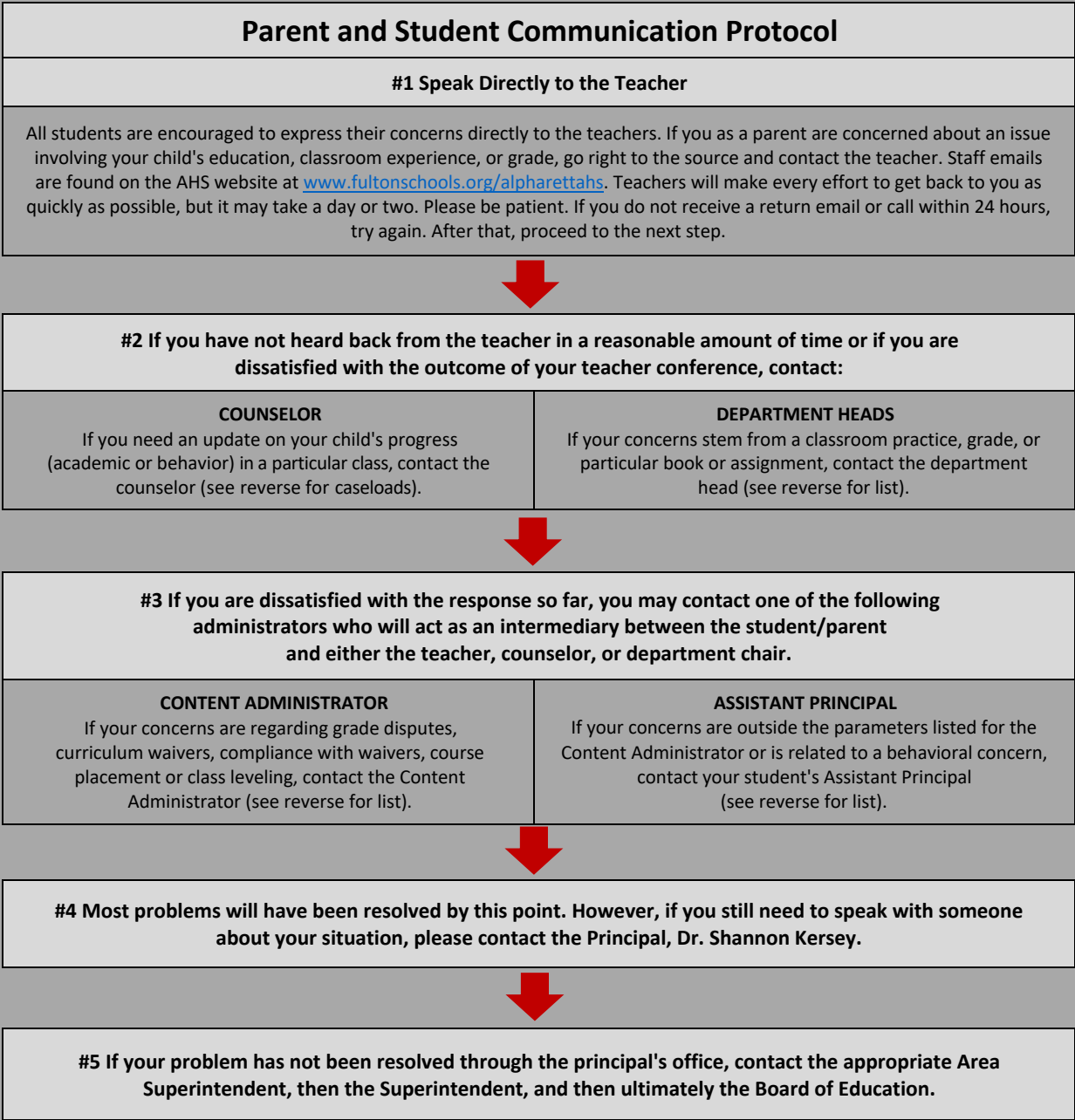
Appendix: H



Alpharetta High School Communication Protocol

Below you will find our communication protocol which is designed to promote *direct, open, and respectful* communication so that problems and concerns can be worked out quickly and effectively between the parties involved. We strongly encourage students and parents to follow this protocol. In turn, our staff members pledge to be sensitive to your concerns, to maintain confidentiality, and to return calls/emails within a day or two.

By working together, we can continue and strengthen our commitment to success for all.



Appendix: I

AHS PARKING VIOLATION CONSEQUENCES

Students without parking stickers

1st offense

- Conference with Athletic Director
- 2 days lunch detention

2nd offense

- 2 days extended day detention
- Not allowed to apply for parking 1st semester the following year
- Failure to serve extended day will result in ISS being assigned

3rd &
additional
offenses

- 2+ days ISS
- Not allowed to apply for parking the following year

Students with parking stickers

1st offense

- Conference with Athletic Director
- Lose parking sticker for 10 days
- May reapply after 10 days and be placed at the end of waitlist

2nd offense

- Lose parking privilege for the remainder of the school year
- 2 days extended day detention

3rd &
additional
offense(s)

- 1+ day(s) ISS
- Juniors not allowed to apply for parking 1st semester of senior year

Appendix: J

Personal Electronic Devices

High school students are prohibited from accessing personal electronic devices during instructional time.



What is a Personal Electronic Device (PED)?

Any portable device used for communication, data, or media—e.g., smartphones, smartwatches, tablets, laptops, headphones.

Classroom Rules for PEDs?

- PEDs must be out of sight and inaccessible during instructional time.
- Devices must be stored in backpacks/purses or in designated classroom storage.
- PEDs are not allowed when issued a hallway pass or during bathroom breaks.
- PEDs cannot replace school-issued laptops.
- Teachers will provide alternative access to learning materials.

What is Instructional Time?

The full duration of a scheduled class period, including 5th period advisement and bathroom breaks.

When can I use my PED?

Only before school, during class transitions, and at lunch.

Student AI Use GUIDELINES



Use AI responsibly:

Always follow your teacher's guidelines, cite AI-generated content, and ensure your work reflects your own thinking and effort.

Use AI critically:

Don't blindly trust AI outputs; evaluate accuracy, check sources, and be aware of potential biases in the information provided.

Use AI transparently:

Disclose when you've used AI tools in your work and follow academic integrity standards by properly citing AI assistance.

Use AI creatively:

Leverage AI to brainstorm ideas and refine your work, and ensure the final product showcases your own unique voice and perspective.

Use AI safely:

Protect your privacy by never inputting personal information into AI tools, and only use school-approved platforms.

Use AI strategically:

Apply AI as a learning support tool to generate study guides, quizzes, and summaries that reinforce—not replace—your understanding.

Use AI ethically:

Follow the Fulton County Schools Code of Conduct in your use of AI.

AI tools were used at various points in document development: AHS AI Cohort, 2026

Student AI Use GUIDELINES



REMEMBER:

Always use Artificial Intelligence in
the following ways

- ✓ responsibly
- ✓ critically
- ✓ transparently
- ✓ creatively
- ✓ safely
- ✓ strategically
- ✓ ethically

AI tools were used at various points in document development: AHS AI Cohort, 2026

Appendix: K



ALPHARETTA HIGH SCHOOL COMMON SYLLABUS 2026-2027

The information provided below pertains to policies and procedures that remain consistent in every Alpharetta High School classroom. These policies are supplemental to the information in the Student/Parent Handbook and the individual class syllabus.

ARTIFICIAL INTELLIGENCE (AI) – *also included on Teacher Syllabus*

Students are encouraged to use AI tools responsibly in this course with teacher permission to assist with their learning and assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the 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. 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.

CANVAS: COURSE LEARNING

Fulton County Schools uses Canvas as the official in-class learning platform. All teachers utilize Canvas. Canvas will also serve as the official Gradebook of Record. While grades will sync each night to Infinite Campus, parents are **encouraged** to register for a Parent Observer Account using [these instructions](#) to ensure they are viewing the most up-to-date information regarding their child's grades.

PERSONAL DEVICE POLICY DURING INSTRUCTIONAL TIME

Students cannot connect personal devices to school Wi-Fi, which will require all students to check out a Fulton County device. Additionally, and in alignment with Georgia's "Distraction-Free Education Act":

- **DISTRICT POLICY:** As per FCS Student Code of Conduct, Rule 18f: The use of Personal Electronic Devices (PEDs) is not allowed during instructional time.
- **AHS PROCESS:** Teachers will establish classroom expectations and procedures to implement the policy as described above. Students who do not meet these expectations will be given one reminder. If the student does not comply, the teacher will utilize the white button for an administrator to come and retrieve the PED. Parents will be notified by the administrator and be required to pick up the PED from the school.
 - Instructional time is defined as the full duration of a class period (bell to bell), including 5th period Flex/Advisement.
 - Students will NOT be permitted to take their cell phone to the bathroom or when requesting a pass. Cell phones must remain in the classroom in the designated area.

ATTENDANCE EXPECTATIONS

Regular attendance is essential for student success. Absences—excused or unexcused—can hinder learning. Parents must report absences according to [attendance reporting expectations](#). Upon returning, students must meet with teachers to get missed work and submit it by the deadline. Late work may be subject to penalty.

ACADEMIC HONESTY

To encourage good study habits, fair competition, and positive development in the area of academics, the Alpharetta faculty supports a strong policy for academic honesty. Students should read and understand the school's Academic Honesty Policy as published in the Handbook for Students and Parents. Students are responsible for always adhering to these policies and on all assignments, assessments, projects, or tasks. In order to reinforce Alpharetta High School's commitment to academic honesty and the ideals of being a R.I.C.H. Raider, students will be expected to write or sign an Academic Honesty pledge prior to completing an individual assignment. The AHS Academic Honesty pledge states: *As a R.I.C.H. Raider, I, __ (student name) __, pledge that I have neither given nor received assistance on this assignment.*

COMMUNICATION WITH FACULTY

Due to limited access to a phone during the school day, please email faculty members with questions and concerns, so they may answer inquiries and resolve issues in a timely manner. Faculty will strive to respond to e-mail within 48 school hours. Parents and guardians may arrange individual teacher-parent conferences; however, if a conference with more than one teacher is desired, the student's counselor will help coordinate the meeting. Parents must meet with a teacher before requesting a meeting with the department chair; parents must meet with a department chair and teacher before requesting a meeting with the department administrator. [Communication Protocol - Alpharetta High School](#)

PRACTICE ASSIGNMENTS

All classwork and homework will support course goals and standards. Homework will be announced in class and available to students and parents by 4:00 PM on the day it is assigned in Canvas.

GRADING SCALE

Letter grades will be assigned according to Fulton County's approved grading scale, which is as follows: **A:** 100-90, **B:** 89-80, **C:** 79-70, **F:** 69-0. Honors points are added by the district at the end of each semester to the grade for Honors (H), Advanced Placement (AP), International

Baccalaureate (IB), and Dual Enrollment (DE) courses. Progress reports are visible in the portal every 4.5 weeks and report cards are visible in the portal every nine weeks. Credit for high school courses is earned at the end of each semester. Final transcripts are available in the Parent Campus Portal.

INFINITE CAMPUS

Fulton County Schools uses Infinite Campus as the records and communication management portal, which allows students and parents to view academic progress and attendance records. For more detailed information including instructions for creating an account and logging in, you may visit www.fultonschools.org/infinitecampus. Canvas will serve as the gradebook of record.

LOST/DAMAGED PROPERTY POLICY

Students are financially responsible for all property issued by Alpharetta High School. These items may not be left in classrooms, and teachers are not responsible for students' items left unattended. Items issued to the student must be turned in at the end of the course or as otherwise determined. The cost of replacement items will be assigned to any student that fails to turn in property that was issued. Damaged items are subject to replacement cost. If a student is issued damaged property, the student must notify the administration in writing immediately.

MISSING AND LATE WORK

Students are expected to complete all assignments, assessments, and/or tasks in a timely manner. If work is missed due to an absence, students will have an equal number of school days as they were absent to submit the work for full credit. The make-up period begins the day after the student returns to school. After this make-up window, teachers may apply a late penalty of up to 25%. All minor and practice assignments must be submitted before the unit's summative assessment; work submitted after this point may also receive up to a 25% deduction. If a major assessment is not made up within the absence make-up window, the missing flag will be removed and a grade of zero will be recorded. A major assessment with a grade of zero may be recovered. If a student skips class on the day of an assessment, the student must take the assessment on the day after the student returns with no grade penalty; however, recovery will not be permitted. Extenuating circumstances involving prolonged absences (more than five consecutive days) will be reviewed by the content department leadership team.

MID-TERMS, FINAL EXAMS, AND GRADABLE EXPERIENCES

All face-to-face AHS courses will meet during the scheduled final exam period. During these days, courses will have a mid-term, final exam, or a graded assignment. Students who do not exempt, will be expected to attend. See exemption policy on the [AHS Website](#).

Reference individual course syllabus to determine if a mid-term or final exam will be administered for your course. Mid-terms, final exams, and gradable experiences will not be administered early; thus, students should make every effort to be present on the dates of the mid-term or final exam. For courses with a Georgia Milestones End-of-Course Test (EOC), the EOC will count 20% of the final grade.

RECOVERY

All students will have one (1) opportunity to recover all major assessments if they score below a 75%. Recovery must be completed within 10 days of the original assessment or prior to the next major assessment, whichever comes first. Students are eligible to earn a replacement grade on a recovery assessment that is no higher than 75%. A teacher must offer a R.I.S.E. session to support students who need to recover a major assessment after the graded assessment is returned and before the recovery assessment is administered.

R.I.S.E.

R.I.S.E. stands for Re-teaching/Instructional Support and Enrichment. It is dedicated time made by each teacher on a weekly basis for students to receive additional support to help build to content mastery. AHS highly recommends students attend R.I.S.E. sessions when their cumulative numeric average is below 74 or when the student earns a 79 or below on a specific major assignment/ assessment.

AHS DEPARTMENT R.I.S.E. SCHEDULE

SCHOOL YEAR	Monday	Tuesday	Wednesday	Thursday	Friday
2026-2027	English/Language Arts	Science	Math	Social Studies	World Language/Electives

Creating opportunities for excellence in academics, arts, athletics, and altruism.

Appendix: K



ALPHARETTA HIGH SCHOOL

Mike Scheifflee, Principal

Errol Dice	Michelle Copeland
Clair Greenaway	Frank Fortunato
Tina Johnson	Jaclyn Johnston
Sharolyn Ketchup	Alejandro Romero

Dear Parents and Students,

At Alpharetta High School, all teachers use Canvas as the primary platform for course materials, assignments, and communication. As you access your student's courses this year, here are a few key things you can expect:

What you'll see in Canvas:

- **Assignments and Grades:** Teachers will post assignments, due dates, and grades in Canvas. Grades entered in Canvas sync nightly to Infinite Campus, so both systems should reflect the same information (though assignment names may appear shortened in Infinite Campus).
- **Course Materials:** Students will have access to lesson materials, resources, rubrics, and instructions for learning activities within each course.
- **Teacher Communication and Feedback:** Teachers may provide announcements, instructions, and feedback through Canvas.
- **Consistency Across Courses:** While each teacher designs their course differently, Canvas will be the common place where students and families can find important course information.

Access for Families: Parents and guardians are *highly* encouraged to create a Canvas Observer account to view their student's courses, assignments, and grades.

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Alpharetta High School

Resources to help you get started:

- [Canvas for Families Flyer](#) – Overview of how Canvas is used and what families can expect
- [Observer Account Instructions](#) – Step-by-step guide to creating an account (be sure to download the *blue* Canvas Parent app)
- [Canvas for Families Website](#) – Additional resources and support

All resources are available in multiple languages within the shared folders.

If you have questions or need assistance, please contact Ms. Adriana De Lap (delapa@fultonschools.org), our AHS Canvas Champion.

We appreciate your partnership in supporting student learning throughout the year.

Sincerely,

Michelle Copeland

Michelle Copeland

Canvas Administrator – Alpharetta High School

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Appendix: K

RAIDERS ON TIME, RAIDERS ON TRACK

ATTENDANCE AND SCHOOL SAFETY
2026-2027



2026-2027 Student ID

Student Responsibilities

- wear student ID at all times
- move with purpose
- arrive to class on time
- always ask permission to leave
- always use official hall passes
- cell phone must remain in classroom when issued a pass

Staff Responsibilities

- mark students tardy if arriving to class after the bell rings
- do not send students to the attendance office
- do not issue passes during the first/last 10 minutes of class
- ensure each student has their ID
- always issue an official hallway pass
- only one pass issued at a time
- cell phones must remain in the classroom prior to issuing passes

STAY ON TRACK, BE ON TIME, EVERY TIME!

Need a new student ID?

Scan the QR code to request your replacement ID. IDs are printed and delivered to students within 48 hours.



RESPECT
INTEGRITY
R.I.C.H.
CITIZENSHIP
HARD WORK



**BEING ON TIME MEANS ENTERING THE
CLASSROOM BEFORE THE BELL RINGS**



ALPHARETTA

HIGH SCHOOL



Digital Map



Alpharetta High School

Creating opportunities for excellence in academics, arts, athletics, and altruism.

3595 Webb Bridge Road
Alpharetta, Georgia 30005
<https://alpharettahs.fultonschools.org>
470-254-7640
IG @AlpharettaHS

...in academics, arts, athletics, and altruism.

Section Title

Annual Revision

Process of Review

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

Date of Review

Summer 2026

Policy Reviewers

Mike Scheifflee	Head of School
Errol Dice	Assistant Principal
Clair Greenaway	Assistant Principal
Tina Johnson	Assistant Principal
Sharolyn Ketchup	Assistant Principal
Brandi Taylor	Head Guidance Counselor
Alejandro Romero	Athletic Director
James McMahan	Media & Educational Technology Instructor



ALPHARETTA HIGH SCHOOL TEACHES YOU TO NEVER STOP GROWING WHILE ALSO ALLOWING YOU TO FEEL SATISFIED WITH YOUR PROGRESS. WITH THE COUNTLESS CLUBS, DIVERSE COURSES, AND HELPFUL CLASSMATES, I CAN FOSTER A HUNGER FOR SUCCESS, KNOWING THAT I AM ABLE TO ACHIEVE IT. BUT ALPHARETTA HIGH SCHOOL ALSO INSTILLS IN YOU A DELICATE BALANCE OF PUSHING YOU OUT OF YOUR COMFORT ZONE WHILE CELEBRATING YOUR SUCCESSES AND PROVIDING A SENSE OF FREEDOM. THIS ALLOWS PEOPLE TO PERFORM AT THEIR BEST AND BE AT THEIR HAPPIEST. AS RAIDERS, WE SAIL CONFIDENTLY, PREPARED FOR WHATEVER MAY LIE AHEAD."

KIRAN KASHYAP

CLASS PRESIDENT, 2020-21

Alpharetta High School

3595 Webb Bridge Road

Alpharetta, GA 30005

470-254-7640

www.fultonschools.org/alpharettahs

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