



2021-2022 Scholar & Parent Handbook

KIPP ATLANTA COLLEGIATE

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UPHOLDING OUR MISSION AND VALUES

A. Vision

KAC will be a cornerstone in our community that is unapologetically committed to ensuring every scholar grows up free to create the future they want for themselves and their communities.

B. Mission

Together with families and communities, we create joyful, academically excellent schools that prepare scholars with the skills and confidence to pursue the paths they choose – college, career, and beyond – so they can lead fulfilling lives and create a more just world.

C. KAC Values

Unity: This core value reflects the knowledge that we are stronger together as a unit than we can ever be individually. We will work together to support one another academically and socially to ensure that we will graduate with excellent post-secondary options despite whatever challenges we may face along our educational journey.

Honor: This core value reflects a level of integrity in one's beliefs and actions. We will act respectfully and responsibly towards one another because it is part of our internal code that will sustain us and protect us. By acting with honor we can guarantee that our actions will never diminish our character.

Tenacity: This core value represents the grit and mental toughness that will be required to overcome the obstacles that we will face. By being tenacious in our pursuit of college and career, we will make sure that we minimize our distractions and persevere through the difficult times while staying on track.

Innovation: This core value reflects an individual's desire to follow their passion and leverage unique ideas to improve their lives and the lives of others. Through diverse course offerings, extracurricular sports and activities, and experiential opportunities, scholars will pursue their interests and demonstrate creativity through critical thinking and problem solving.

Humanity: This core value reflects the common goodness of the human spirit that unites us all and must be protected at all costs. As Martin Luther King wrote, "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly." Our common "human-ness" connects us to all other individuals on this planet and we must focus on strengthening those bonds whenever the opportunity arises.

D. KIPP Credo

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

E. KAC Core Pillars

Key Pillars (w/ Rationale)	Defining Characteristics
<p>We will promote and protect relationships <i>Because stakeholders must be safe, supported, accountable, and part of the fabric of the community to take the risks necessary to succeed.</i></p>	<ul style="list-style-type: none"> ● We value caring and healthy relationships amongst all stakeholders ● We foster an inclusive environment that celebrates the scholars, families, and communities that we serve ● We are collectively responsible for honoring and participating in the school community and the community in which the school resides ● We consistently provide a physically and emotionally safe environment for all
<p>We will ensure ALL scholars are college ready <i>Because the skills necessary for college-readiness are rigorous and transferable to all post-secondary pursuits. Ultimately, the mission of KAC is to prepare all scholars to succeed in college and career.</i></p>	<ul style="list-style-type: none"> ● Our instructional practices are aligned vertically and horizontally to maximize scholar growth and development ● Our classes are academically challenging with an aligned vision of college readiness for all scholars ● We will provide character development/values/practices that equip scholars with the habits and skills they will need to attain their goals
<p>We will guide our scholars towards independence <i>Because scholars must be self-reliant, independent thinkers and self-advocates who are intrinsically motivated in order to transfer their experiences at KAC into their personal lives and futures.</i></p>	<ul style="list-style-type: none"> ● Scholars do what they are supposed to even when no one is looking (including outside of school) ● Scholars are intrinsically motivated to advocate for their own success ● Scholars take appropriate risks and feel safe to fail (in service of growth)
<p>We will support our community of experts <i>Because the health, stability, and sustainability of our staff is critical to scholar success and the culture we need to have a high-performing school.</i></p>	<ul style="list-style-type: none"> ● We have a strong and supportive staff culture which leads to the retention of a sustained staff with instructional content expertise
<p>We value a joyful environment <i>Because there must be joy for meaningful learning and growth to take place.</i></p>	<ul style="list-style-type: none"> ● We have joyful social interactions and traditions that facilitate connectedness and build a distinct school identity

F. KAC Mantra

Baba (Teacher) Says:	Kijana (Scholar) Says:
Who are you?	Warriors, standing on the shoulders of giants, empowered by the spirit of our ancestors!
What is your purpose?	To leave this world better than we found it!
How?	By fulfilling our dreams, sharing our gifts, and respecting ourselves and others.
When is the time to be a Warrior?	NOW!
When do you clock out?	NEVER!
Who are you?	Warriors, standing on the shoulders of giants, empowered by the spirit of our ancestors!

G. Commitment to Excellence Agreements

Scholar Commitment to Excellence 2021-22

I fully commit to KIPP Atlanta Collegiate by upholding the five school values as outlined below:

Unity

- I will fully support my fellow scholars in both their academic and social pursuits.
- I will never disrespect my team through my words or actions, rather I will encourage them.
- I will participate in my daily advisory as a peer and a partner to ensure that they have the necessary support from me when they need it.
- I will support the image of our team by adhering to the scholar dress code at all times and accept appropriate consequences when my uniform does not meet expectations.
- I will welcome the opportunity to collaborate with my fellow teammates both in and out of the classroom.
- I will always work to protect the safety, interests, and rights of all individuals in the school.

Honor

- I will think and act with integrity at all times.
- I will respect the opinions and choices of others, even if I personally disagree with the decisions they make.
- I will ensure that my behavior models the expectations of a college and career-bound scholar by abiding by the policies and procedures listed in the Scholar Handbook and accepting any appropriate consequences that I earn for dishonorable behavior.
- I will always complete my own work and avoid plagiarism by giving credit to those individuals whose resources I utilize.

- I will take pride in my family, my school, and my community. At all times I will work to represent them in a positive way.

Tenacity

- I will persevere through difficult times by focusing on the larger goal of college success.
- I will attend all required summer programming whether on or off-campus.
- I will arrive at school every day during the regular school year by 8:35 a.m. and will stay until 4:00 p.m. on Monday - Thursday and 1:30 p.m. on Friday.
- If assigned, I will attend all mandatory tutorials, study sessions, or office hours
- I will attend all required tutorials, attend during office hours, or participate in peer tutorial.
- I will complete all required homework nightly and if I fail to do so I will complete the assignment during homework detention the following school day.
- When I am challenged either academically or socially, I will not give up; I will look for a solution on my own or solicit the help of a fellow scholar, staff member, or parent.

Innovation

- I will push myself to find creative solutions to problems that arise.
- I will challenge myself to express my interests in new and different ways.
- I will share my talents and abilities with my peers and I will seek out opportunities to expand my interests.
- I will embrace new ideas and concepts, even those that are challenging to comprehend at first.

Humanity

- I will give back to my community by completing my required service learning hours each year.
- I will take a broad worldview when addressing material in class, looking at difficult situations from every side possible.
- I will become conscious of the many social, political, environmental and economic factors that affect the human race on a daily basis. I will strive to make a positive lasting impact on the world through my pursuit of college academics.

Parent Commitment to Excellence 2021-22

I (We) fully commit to KIPP Atlanta Collegiate by upholding the following agreements:

- I (We) will always help my/our child in the best way we know, and we will access whatever resources and make whatever sacrifices necessary for our child to learn.
- I (We) will always make ourselves available to my/our child and the school, and we will address any concerns either might have.
- I (We) will support the school's policies, including discipline and dress code, as detailed in the KAC scholar handbook.
- I (We) will look for opportunities to work with other families or community partners to support the mission of the school.
- I (We) will actively communicate with our child and his/her teachers regarding my/our child's progress, difficulties, and successes.
- I (We) will contact my/our child's advisor or counselor if our child has a problem that may jeopardize his/her college preparation.
- I (We) understand that my/our child must follow the KAC rules so as to protect the safety, interests, and rights of all individuals in the KIPP community.
- I (We) will always read and respond as requested to my/our child's academic reports, parent surveys, or requests for pertinent information in less than 48 hours.
- I (We) will always listen to all KAC Team and Family members and give everyone the same respect that I/we expect from others.
- I (We) and my/our child—not the school—are responsible for our child's behavior and actions and the associated consequences.
- I (We) will encourage my/our child to enroll in challenging courses that will prepare him/her for college entrance and graduation from KAC.
- I (We) will ensure that my/our scholar attends all required summer programming whether on or off campus.
- I (We) will commit to ensuring that my/our child will arrive at school every day during the regular school year by 8:35 a.m. and will stay until 4:00 p.m. on Monday - Thursday and 1:30 p.m. on Friday.
- If assigned, I (We) will ensure that my/our scholar stays for all mandatory tutorials, office hours or peer tutoring as required by an academic teacher or academic probation contract.
- I (We) will ensure that my/our scholar attends all required Saturday sessions to attend tutorial, attend during office hours or participate in peer tutoring.
- I (We) will monitor my/our scholar's required homework nightly and if he or she fails to complete the assignment I support the school's decision to hold him or her accountable.
- I (We) will allow my/our child to go on KIPP field lessons, participate in internships, and visit colleges.

Teacher / Staff Commitment to Excellence 2021-22

I fully commit to KIPP Atlanta Collegiate by upholding the five school values as outlined below:

Unity

- I will fully support my fellow staff members, scholars, and their parents.
- I will facilitate teamwork through my daily advisory and ensure that every one of my advisees are supported both academically and socially.
- I will support the image of our team by adhering to the staff dress code at all times.
- I will welcome the opportunity to collaborate with my fellow teammates both in and out of the classroom.
- I will always work to protect the safety, interests, and rights of all individuals in the school.

Honor

- I will not make excuses. I take responsibility for my actions. I admit when I am wrong, and I apologize to the people I let down.
- I will honor the work that we are doing by not yelling at my scholars but rather use a respectful tone whenever addressing them, their parents and my colleagues.
- I will ensure that my behavior models the high expectations we have for our scholars. I will never mock, abuse or put-down a scholar or teammate, instead I will strive to support and encourage them.
- I will honor the learning environment by keeping my desk and room neat and organized to model positive habits for my scholars.
- I will keep the promises I make to scholars because they are sacred.

Tenacity

- I will persevere through difficult times by reaching out to my team when I need support and looking for alternative solutions to frustrating outcomes.
- I will be present each day and on time. I will attend every day of summer professional development, summer school, and required school events.
- I will meet required deadlines and ensure that the work I submit is of high quality.
- I will be prepared for school each day with an engaging lesson planned, and materials organized to maximize learning time.

Innovation

- I will strive to deliver an engaging and rigorous lesson each day.
- I will speak up when I have a solution that would improve the learning for scholars.
- I will share my talents and abilities with my peers and I will seek out opportunities to expand my interests.
- When my scholars are challenged either academically or socially, I will commit to finding a new solution that will support their growth.
- I will embrace new ideas and concepts, and ask questions when I am confused about a concept, decision, or reasoning behind a decision.

Humanity

- I will support our scholars' service learning experience by chaperoning their community service projects throughout the year.
- I will take a broad worldview when presenting material in class, looking at difficult situations from every side possible.
- I will assist my scholars as they grow and develop into global citizens by making explicit connections between my content and the real-world applicability.
- I will strive to make a positive lasting impact on the world through my career in education.

H. KIPP Culture Start-Stop List



We STOP...	We START, CONTINUE, EXPAND...
Expectations	
<p>Setting expectations rooted in fear and control</p> <p>Ex: Demanding students to always sit this way (i.e. "SLANT"), be silent (i.e. "bubbles"), stand straight (i.e. "HALL"), always ask permission; operating with extreme scaffolded structures without reasoning or flexibility for student needs; ignoring student behavior that is extreme or egregious (i.e. cursing out a teacher, sleeping in class, etc.); using security to monitor student movement/behavior</p>	<p>Setting expectations that are purposeful, and developmentally and culturally appropriate</p> <p>Ex: Encouraging student independence and choice, embracing multiple means of completing a task/activity; welcoming students to be themselves and to bring their family culture to school, while teaching them what white supremacy is and how it shows up outside of KIPP; openly sharing rationale for the "why" behind vision, value, policy and/or practice</p>
Interactions	
<p>Using a sarcastic/angry tone with, shaming/calling out publicly, or even yelling at students for any reason</p> <p>Ex: Ripping up student work, calling out students in front of class, yelling at students in hallway, shaming students by tossing "unsatisfactory" work in garbage; using students as examples of what NOT to do; making them wear a different color shirt or some other marker</p>	<p>Engaging with "love, faith, and humility" towards ALL members of the community (Freire)</p> <p>Ex: Our words, tone and body language communicate messages about our beliefs - always remaining emotionally regulated, aligning facial and body movements with messages voiced/delivered, framing content in the positive, and personalizing the delivery – staff adjusts approach based on the specific students identity (i.e. age, gender, race, culture)</p>
Behavior Responses	
<p>Taking an either/or approach - relying exclusively on punitive consequences OR reflection activities in response to <u>all</u> levels of behavior</p> <p>Ex: Universally assigning detentions and/or removing / excluding students from activities, classrooms, or school for being "disruptive" or not meeting an expectation; making students sit in the hallway/back of class (on a "bench/porch") for an extended period with no staff intervention; OR using conversations and apologies, with minimal consequences, to address behavior – then calling it Restorative Practices</p>	<p>Centering community and relationships to highlight the "natural" consequences from various staff / student actions</p> <p>Ex: Devoted to do everything possible, without jeopardizing safety, to keep students in the classroom learning; understanding the age of student and the developmental behavior that is expected, knowing which behaviors need to be ignored and which are directly impeding that students learning; implementing community building practices on a regular basis (i.e. circles, peer mentoring, student leadership opportunities); fully welcoming students back to classroom/community if ever removed</p>
Activities	
<p>Forcing students to earn expected items/experiences</p> <p>Ex: Requiring students to follow certain "rules and regulations" or meet a certain behavior or academic standard in order to receive expected school items such as uniforms, shirts, recess, class trips, desks, sit/talk during lunch, etc.</p>	<p>Granting all students the expected and enjoyable activities school brings</p> <p>Ex: All students can participate in recess, grade/class activities, events, or trips (as long as not impeding safety) - and if there is something beyond what is expected for students to earn, it is about effort not results</p>
Student/Family Voice	
<p>Making decisions for our students and community with no examination of how these decisions may be impacting BIPOC students/families</p> <p>Ex: Not eliciting student/family feedback or input in any form (written or verbal); lacking representation in roles that support school programs</p>	<p>Partnering with students and families as co-educators and co-authors</p> <p>Ex: Students, alum, and families have positions of power within the school community (i.e. sitting on board and other formal decision-making groups); they have direct impact on hiring and promotion practices, school programming, curriculum, and event planning</p>
Purpose of School	
<p>Talking and behaving as if social mobility is <u>the only way</u> our Black, Indigenous and Students of Color obtain future success</p> <p>Ex: Naming that being anti-racist is vital for our students, yet acting as if college and positional power are the only way to attain their dreams</p>	<p>Setting a vision for academic excellence AND critical consciousness so that our students have "access to pursue the path they choose."</p> <p>Ex: Openly discussing the need for BIPOC students to navigate white normative culture while fully aware of the oppressive practices they experience so that they can speak up and disrupt them</p>

*Expanded version of Culturally Affirming and Responsive policies and practices can be found [HERE](#)

GENERAL INFORMATION

A. KIPP Metro Atlanta Schools 2021-22 High School Calendar

KIPP Metro Atlanta Schools

2021-22



Total Instructional Days - 180

- Region Closed ■
- Schools Closed
- Half Day

- Teacher Professional Learning Day
- First/Last Day of School
- End of Quarter/Semester

B. Operating Schedule

KAC's operating schedule is listed below. Any changes to the schedule will be communicated via writing in a timely manner.

Monday, Tuesday, Wednesday and Thursday

Time	Operating Activity	Notes
8:00 AM	Doors Open	Must go through dress code check and random security checks
8:00 - 8:30 AM	Breakfast	Must be in line by 8:20 AM to be served
8:35 AM	School Starts	
4:00 PM	School Ends	
4:00 - 4:15 PM	Snack	
4:20 PM	Campus Clear	Must be in tutorial/an after school activity or leave campus
4:15 - 5:15 PM	Tutorial/After School Activity	
5:30 PM	Campus Clear	Must be in an after school activity or leave campus

Friday

Time	Operating Activity	Notes
8:00 AM	Doors Open	Must go through dress code check and random security checks
8:00 - 8:30 AM	Breakfast	Must be in line by 8:20 AM to be served
8:35 AM	School Starts	
1:30 PM	School Ends	
1:45 PM	Campus Clear	Must be in an after school activity or leave campus

C. Bell Schedule

Monday - Thursday Schedule (90-Minute Periods)

Time	Monday - Thursday Schedule (90-Minute Periods)		
8:00-8:30 AM	Breakfast		
8:35-9:00 AM	Advisory		
9:05-10:35 AM	Period 1		
10:40-12:10 PM	Period 2		
12:15-2:25 PM	A Lunch (12:15-12:50 PM)	Period 3 (12:15-1:00 PM)	Period 3 (12:15-1:45 PM)
	Period 3 (12:55-2:25 PM)	B Lunch (1:05-1:35 PM)	
		Period 3 (1:40-2:25 PM)	C Lunch (1:50-2:25 PM)
2:30-4:00 PM	Period 4		
4:00-4:15 PM	Scholar Dismissal/Snack/PM Announcements		
4:15-5:15 PM	Scholar Tutorial		

Friday Schedule (65-Minute Periods)

Time	Friday Schedule (65-Minute Periods)
8:00-8:30 AM	Breakfast
8:30-9:35 AM	Period 1
9:40-10:45 AM	Period 2
10:50-11:55 AM	Period 3
12:00-1:05 PM	Period 4
1:10-1:30 PM	Grab and Go Lunch
1:30-1:45 PM	Scholar Dismissal/PM Announcements

D. Early Dismissal & Planning Days

On Early Dismissal Days and Planning Days (indicated in orange on the master calendar), scholars will be dismissed at 1:30 p.m.

E. Attendance Procedures

Two, Four, Five, Six Day Total Unexcused Absence Procedure

Parents can expect communication regarding unexcused, total absences at two, four, five, and six days. Note: Scholars who are absent for eight total days in one academic year will be referred to the counseling team. If there is a truancy issue, scholars who are less than 16 years of age, may be referred to juvenile court. If there is a neglect issue, a DFCS referral may be submitted.

Two Total Absences	Automated telephone call to parent/guardian.
Four Total Absences	Certified attendance letter mailed to parent/guardian
Five Total Absences	Telephone call to parent/guardian by Grade Level Chair
Six Total Absences	Certified attendance letter mailed to parent/guardian and/or parent meeting

Two, Three, Five, and 10 Day Unexcused Consecutive Absence Procedure

Parents can expect communication regarding unexcused, consecutive absences at two, three, five, and 10 days. Note: Scholars who are absent for ten consecutive days will be referred to the counseling team. If there is a truancy issue, scholars who are less than 16 years of age, may be referred to juvenile court. If there is a neglect issue, a DFCS referral may be submitted. Scholars with no documented extenuating circumstances at more than 10 consecutive absences will be administratively withdrawn from KAC and must apply for a seat for re-enrollment.

Two Consecutive Absences (Mon & Tues)	Telephone call to parent/guardian by Culture Team
Three Consecutive Absences	Automated telephone call to parent/guardian.
Five Consecutive Absences	Certified attendance letter mailed to parent/guardian and/or parent meeting
Ten Consecutive Absences	Referral to counselor and/or juvenile courts; possible home visit; Certified attendance letter mailed to parent/guardian

Excused Absence Communication Procedure

When a scholar is absent, a parent or guardian must communicate in writing via the online attendance form with the school. This communication should clearly state the reason(s) for the absence.

Families have seven business days from the date the scholar returns to school to submit written documentation to excuse absences. All absence excuses must be submitted using the attendance form available on the School Resources page of KIPP Atlanta Collegiate’s website. Parents and scholars who attempt to turn in notes in person will be asked to submit the online form; Main Office staff will be available to assist with this process, if needed.

Excuses related to medical appointments must be accompanied by documentation from a medical professional. Also, for extended absences (3 or more consecutive days), supporting documentation (i.e. a doctor’s note) is required. Furthermore, once a scholar has reached 10 parent-excused

absences for the year, official documentation must be provided for any additional absence to be excused.

KAC staff will follow up with the families via email within 48 business hours of the receipt of an absence excuse to confirm whether or not the absence was excused and to ask for additional documentation, if necessary. Any absence that is not supported with written documentation and/or does not fall within the guidelines of excused absences as defined by the Georgia Board of Education will be considered unexcused.

In the event a scholar misses half or more of the instructional minutes in a day, that day is considered a whole-day absence.

	Arrive before this time to avoid whole-day absence	Leave after this time to avoid whole-day absence
Monday - Thursday	11:45 AM	1:15 PM
Friday	10:40 AM	12:55 PM

Tardy Procedure

Tardies cannot be excused, except:

- in the event of a MARTA delay, which will be communicated to the school via MARTA officials
- upon a scholar's return to school from a medical appointment, which must be accompanied by a note from the medical professional

Early Dismissal Procedure

Whenever a scholar is dismissed from school prior to the end of the regular school day, written documentation from the parent/guardian stating the reason for the early dismissal must be provided using the attendance form available on the School Resources page of KIPP Atlanta Collegiate's website. The scholar may only be dismissed to his/her parent/legal guardian or to a person designated by the parent/legal guardian as documented by school records and upon presentation of proper identification. Alternatively, if a scholar has an early dismissal but is not being dismissed to a parent/guardian or designee, the scholar must report to the Main Office and may leave campus on their own after the parent/guardian submits the online attendance form. The attendance clerk must make phone contact with the parent/guardian after receipt of the form before the scholar will be allowed to sign out and leave campus. Additionally, early dismissals are not permitted during the last 15 minutes of the school day. Early dismissals related to jobs are not considered excused absences, even with parent communication.

Scholars who are 18 years or older are not automatically allowed to check themselves out of school for an early dismissal. Consult with the School Operations Manager for more information.

OSS Absence Procedure

School days missed as a result of an out of school suspension will not count as unexcused absences.

Withdrawal Procedure

A scholar must be withdrawn by an enrolling parent or guardian using KAC's online document request form. Requests take three full business days to process. If a scholar is an unemancipated minor who is older than the age of mandatory attendance as required in O.C.G.A. § 20-2-690.1(a) and who has not completed all requirements for a high school diploma, and wishes to withdraw from school, the scholar must have the written permission of his or her parent or legal guardian prior to withdrawing and a conference must be held with the school principal or designee. With no proof of enrollment in another school, other LEA, private school, or home study program, a scholar shall be withdrawn from a school after 10 consecutive unexcused absences or when the LEA provides documentation validating the scholar no longer resides in the school's attendance zone. A scholar who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show scholar and shall not be included in any enrollment or attendance counts.

F. Food Service

For the 2021-22 School year, KIPP Atlanta Collegiate has been approved to be part of the Community Eligibility Program (CEP), which is part of the federal Healthy, Hunger-Free Kids Act of 2010. This means that ALL SCHOLARS will be eligible for free breakfast, lunch and snack each day (snack is not served on Fridays), regardless of their economic status. By participating in this program, scholars and families will not need to fill out free/reduced lunch applications this school year.

Children with Disabilities

USDA regulations require substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability must be provided substitutions in foods when a Medical Statement signed by a licensed physician supports that need. Medical Statement forms are available in the school office.

Food Allergies and Other Special Dietary Needs

School food service may make food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary needs. Each special dietary request must be supported by a medical statement, which explains the food substitution that is requested. Medical Statement forms are available in the school office. They must be signed by a recognized medical authority (i.e., a licensed physician, physician's assistant, or registered nurse) and must include:

- An identification of the medical or other special dietary condition which restricts the child's diet;
- The food or foods to be omitted from the child's diet; and
- The food or choice of foods to be substituted
- Vegetarian options are available for children who do not wish to eat meat, poultry or fish

Snacks

All scholars are provided a daily afternoon snack at the end of the day, Monday - Thursday. These snacks are free to all scholars. Scholars are allowed to bring snacks to eat during the end of the day snack time and at lunch.

G. Scholar Payments

All scholar payments must be made with a credit/debit card, cashiers check or money order. Cash will not be accepted for any scholar payments except for a la carte food items served in the cafeteria and MARTA passes. Payments can be made in the main office during school hours or online.

H. Fire Drill Procedures

Posted in every room is a map detailing the evacuation protocol required. Scholars are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Scholars must proceed directly to the designated area and wait for instructions.

All scholars will be given instruction on fire drills. The instruction will be as follows:

- Scholars must remain with their teacher and class at all times.
- Scholars should walk, not run, when proceeding to the exits.
- Scholars should speak in quiet tones during fire drills so that they may hear instructions that might be given in the event of a real emergency.
- If a fire alarm sounds while a scholar is not in the regular classroom, he or she should exit the building by the quickest route and proceed to the designated meeting place.
- Scholars are not allowed to secure or recover clothing or other personal property after the fire alarm has sounded.
- In addition, scholars should familiarize themselves with the location of the interior fire alarm striking stations and should be familiar with how to pull these alarms in the event of an emergency.

Any scholar violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. Any scholar found guilty of pulling the school's fire alarm without cause will be subject to strict consequences, including mandatory transfer.

I. Tornado/Severe Weather Emergency Drill Procedures

In the event of a tornado warning, scholars will be required to take the necessary precautions to protect themselves. When the National Weather Service has announced a tornado warning, the principal or their designee will be responsible for communicating directly with scholars and teachers about the impending danger via an "all-call" or another appropriate means of communication.

When the principal or their designee has given the signal, scholars should move quickly and quietly to the designated area of the school that has been assigned to their classroom. Teachers will be asked to follow the same procedures as above for Fire Drills, except to bring scholars to the designated area inside the building. Once they have reached their assigned area, scholars will crouch on the floor against the wall and cover their heads with their hands. Talking should be limited during tornado drills or tornados.

J. Earthquake Drill Procedures

In the event of an earthquake warning, scholars will be required to take the necessary precautions to protect themselves. When the National Weather Service has announced an earthquake warning, the

principal or their designee will be responsible for communicating directly with scholars and teachers about the impending danger via an “all-call” or another appropriate means of communication.

When the principal or their designee has given the signal, scholars should move quickly and quietly to the designated area of the school that has been assigned to their classroom. Teachers will be asked to follow the same procedures as above for Tornado/Severe Weather Emergency Drills. Once they have reached their assigned area, scholars will crouch on the floor against the wall and cover their heads with their hands. Talking should be limited during earthquake drills or earthquakes.

K. CPR/AED Drill Procedures

In the event of an individualized debilitating emergency, scholars will be required to take the necessary precautions to protect themselves and the victim. When the principal or their designee has announced that a scholar or staff member is being evaluated, the principal or their designee will be responsible for communicating directly with scholars and teachers about the impending danger via an “all-call” or another appropriate means of communication. When the principal or their designee has given the signal, scholars should remain in their designated classroom.

L. Bomb Threat Drill Procedures

In the event of a bomb threat, scholars will be required to take the necessary precautions to protect themselves. The principal or their designee will be responsible for communicating directly with scholars and teachers about the impending danger via an “all-call” or another appropriate means of communication. All scholars will be given instructions on bomb threat exit drills. The instructions are as follows:

- Scholars must remain with their teacher and class at all times.
- Scholars should walk, not run, when proceeding to the exits.
- Scholars should speak in quiet tones during bomb threat drills so that they may hear instructions that might be given in the event of a real emergency.
- If an alarm sounds while a child is not in the regular classroom, he or she should exit the building by the quickest route and proceed to the designated meeting place that must be at least 2,000 feet from the building.
- Scholars are not allowed to secure or recover clothing or other personal property after the alarm has sounded.

M. Inclement Weather Procedures

Scholar safety is KIPP Metro Atlanta Schools’ first priority in determining whether to close or delay schools. In the event of inclement weather, weather conditions are monitored closely and decisions are made to ensure that scholars can be safely transported to and from school.

Communication of Inclement Weather Decisions Before School Begins (including Saturday activities)

In the event of inclement weather risk before the school day begins, KIPP Metro Atlanta Schools’ executive director will decide as soon as possible, but no later than 5:00 a.m. of the day on which school may be delayed or closed. Please note that KIPP Metro Atlanta Schools may not follow the local school district’s decision to close or delay schools.

Notification of KIPP Metro Atlanta Schools' closures or delays will be made to several media outlets (including radio and television), social media, calling posts to parents, etc., by 5:30 a.m.

The decision to delay or cancel Saturday school activities will be made by the Executive Director in consultation with the Principal. Principals will notify parents no later than 6:00 a.m. on Saturday.

Three-Hour Delayed Opening

Scholar Report Time

- KIPP Metro Atlanta Schools' scholars will begin school at 10:30 a.m.
- Doors open at 10:15 a.m., or per school procedures

School Schedule

- Classes will begin three hours later and conclude at the normal dismissal time
- Schools will establish a three-hour delayed opening schedule with the option to:
 - Create an adjusted schedule that offers all classes; resume the day as normal
 - Resume/pick-up the day as normal

Transportation

- Buses will run the same routes three hours later in the morning
- Regular evening bus services will be provided running the same bus routes

Meals

- No breakfast program will be offered
- Adjustments to the lunch schedule/lunch time may be required

Inclement Weather During the School Day – Unplanned Early Dismissal

In the event of inclement weather during the school day which may impact the safe travel of scholars home, the Executive Director will make a decision to dismiss school early with at least two hours' notice (e.g. a decision made at 11:00 a.m. would result in an early dismissal of 1:00 p.m.).

School Schedule

- Schools will follow their internal dismissal process

Transportation

- Transportation for early dismissal will be provided, however, buses will be cleared for departure by the Director of Transportation and transportation provider
- The transportation company will be notified at the time of determination to mobilize buses/drivers and allow travel time for drivers to arrive at the bus depot and schools; adjustments will be made as needed
- Parents may pick up scholars upon receiving notification

Meals

- Schools will establish a schedule that will allow all scholars to each lunch or snack

Communication

- Schools will manage parent communication
- Parents will be notified of early dismissal at the time of determination

Inclement Weather During the School Day – Delayed Dismissal

In the event that inclement weather persists at or beyond dismissal, the Executive Director will make the decision to delay dismissal to ensure the safety of scholars while being transported home from school.

Transportation

- Walkers and MARTA riders will be dismissed when it is deemed safe by the Principal
- The Director of Transportation will mobilize buses and dismiss them onto their routes when it is deemed safe for travel

Communication

- Schools will manage parent communication
- Parents will be notified of delayed dismissal at the time of determination

Parent Discretion

In the event of delay or closure, KIPP Metro Atlanta Schools will make every effort to provide rigorous instruction and maintain as many regular school day activities as possible. We respect a parent's right to keep their child at home if they believe weather conditions are a risk to their child's safety. Parents must notify the school of a scholar's absence, and these absences or late arrivals may be excused.

N. Parent/Guardian Concerns Procedure

If a parent has a concern or disagreement, they should schedule an appointment to discuss the matter with the teacher and attempt to resolve the concern through informal discussion. Parents will not be allowed to address concerns with teachers during instructional time. If there is no resolution to the problem, the parent/guardian should then contact the department chairperson, followed by the assistant principal if necessary. If the department chairperson and assistant principal is unable to resolve the issue, the principal should be contacted to mediate the problem with all parties involved.

O. Scholar Parking On-Campus Procedure

Scholars wishing to park on campus at KIPP Atlanta Collegiate High School must apply for an annual scholar-parking permit by reading the following school driving/parking policy and submitting the necessary documentation to the main office.

Eligible scholars may drive their personal vehicles to/from school and park on campus. The school has an area reserved for scholar vehicles. The privilege of driving to school and parking on campus is afforded to eligible sophomores, junior and senior scholars only.

To be eligible, scholars must submit the following:

- Valid Georgia Driver's License

- Valid Georgia Vehicle Registration
- Valid Georgia Vehicle Insurance
- Application With Scholar And Parent/Guardian Signature
- \$25 Application Fee

Annual parking permits are issued to a specific scholar for use during the current school year only. Scholars may not transfer a permit to another vehicle or give/sell/transfer a permit to another scholar or individual. Production, distribution, possession and/or use of a fake parking permit will result in school disciplinary consequences and the loss of parking privileges.

Scholars must return the parking decal within two (2) days of transferring or the end of the academic year in which they were issued the parking pass. Transcripts and scholar records will be held until the return of the parking decal.

Scholars must obey the following rules at all times while driving to/from school or parking on campus:

1. Scholar MUST park in designated scholar parking area
2. Parking permit decals must be affixed to the front left corner of the windshield
3. Must adhere to all TAADRA and Joshua's Law Requirements
4. Drivers must adhere to a 5 mph speed limit while on campus
5. Seatbelts must be worn at all times
6. Drivers may NOT use a cell phone at any time while driving
7. All doors must be locked and valuables should not be left in the car
8. Scholars may not loiter in cars or in the parking lots in-between classes, during lunch, or before and after school
9. Parking in the staff parking lot or in specially marked zones is strictly prohibited
10. Scholars may not leave campus during school hours without permission and may not transport other scholars off campus during school hours without permission
11. Vehicles may not be left on campus after school hours, unless for scheduled school-authorized events such as athletic games or field lessons
12. Vehicles may be subject to random searches by KIPP administration or any other law enforcement agency, as deemed reasonable and appropriate
13. Any vehicle accidents on campus must be reported immediately to an administrator
14. Reckless driving or other behavior that interferes with the safety and well-being of the school community is strictly forbidden

Designated Parking Area

Scholars with valid parking permits may only park in the lot adjacent to the gymnasium, utilizing the last four rows by the trees that run along Calloway. Scholars may not park in front or behind either the Main Building or the gymnasium or on the street.

The school reserves the right to revoke driving privileges at any time as a disciplinary measure. Please note that parking spaces are not guaranteed and under no circumstances is the school responsible for damages or theft involving scholar vehicles.

Application Process

To apply for a parking permit, please complete the “KAC Scholar Parking Permit Application” located on the School Resources page of KIPP Atlanta Collegiate’s website. Applicants will receive an email within 3 business days to confirm if the application is approved. Upon approval, applicants should come to the office to pay the \$25.00 fee and receive a decal.

P. Teenage/Adult Drivers Responsibility Act

According to the Teenage Driver Responsibility Act, scholars must obtain a certificate of enrollment in order to obtain a driver’s license or driver’s permit. During the school year, certificates of enrollment are issued through the scholar registrar.

A certificate of enrollment will not be issued for a scholar under the age of 18 who drops out of school without graduating or has been expelled for disciplinary reasons.

Q. Building Security

All exterior doors at KAC are locked at all times. All visitors should enter the building through the main entrance in the front of the school. Visitors will be required to ring the buzzer, stand in front of the camera and state their reason for requesting entrance into the building. Upon entry, visitors should immediately report to the main office to sign in and present ID for verification. A badge will be printed and it must be worn at all times. Before leaving, all visitors must check out in the front office. Any visitors that are not in compliance with building security procedures will be asked to leave.

KIPP METRO ATLANTA STUDENT POLICIES

A. Transportation Policy

Parents must provide contact information and identification information for any person authorized to pick up their scholar. Parents/guardians who provide transportation for their children are expected to pick up their children in a timely manner at the end of each school day. Teachers and staff members at KIPP Metro Atlanta commit to work long hours to ensure a helpful, successful school. We appreciate that scholars not riding a bus are picked up within 10 minutes after school, field trips, extracurricular activities, and other events.

For grades 9-12: Scholars may utilize public transportation (MARTA) to get to and from school. Be advised that families will be required to complete an application process to receive free or discounted cards at the beginning of the year. As the school may provide MARTA passes for scholars and they will be representing our school, they are expected to maintain scholarly behavior while on the train and/or bus. Scholars who are identified by MARTA personnel as not behaving appropriately may forfeit their reduced fare passes and be required to provide their own transportation to and from school. Parents must inform the office if a child has permission to walk home only in cases where the scholar has been dismissed early.

B. Health Policy

State law requires that all children in elementary, middle, and high school must have an updated

Georgia Certificate of Immunization.

Immunizations are required for measles, rubella, tetanus, diphtheria, polio, mumps, whooping cough and hepatitis B. The Georgia DHR Form 3231 and Certificate of Immunization must be used for scholars in grades K-12. A local health department computer-generated form is acceptable. Georgia law allows for two types of exemptions from the immunization requirements: medical and religious. Each child must have one of two items on file – either a valid Georgia Immunization Certificate (Form 3231) indicating a medical exemption or a signed, notarized statement, which is called an affidavit of religious exemption.

For entrance into the eighth through twelfth grade, any scholar new to Georgia must receive a tetanus, diphtheria, and pertussis (whooping cough) booster vaccination (Tdap) and an adolescent meningococcal vaccination (MCV4).

Absence Due to Illness

If a child is sick in the morning, the school expects him/her to stay home for the day. Parents are expected to call in the morning to inform the school of the child's absence and to arrange a way to pick up or receive the child's makeup work. After more than three consecutive absences for illness, scholars will need to bring a doctor's re-admittance form to school on their first day back to school to receive an excused absence for missed days.

The scholar will be responsible for all missed assignments. Please see procedures for make-up work under academic policies.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. The school does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

KIPP Metro Atlanta will only administer medicine to a scholar who has an official note from his or her doctor on file, describing the prescribed medicine, the required dosage, and the required frequency. Such notes must be brought to the school by the parent along with the medication required. Medicine will be kept at the main office and administered by the school's designated individual. Scholars are responsible for ensuring that they receive their medicine at the regularly scheduled time.

It is the parent's responsibility to ensure that the school has up-to-date contact and health information. If a child has needs we do not know about, we cannot provide for those needs, and if a child has an emergency, we must be able to reach the parent.

C. Human Rights Policy

KIPP Metro Atlanta brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation,

age, or handicap status. KIPP Metro Atlanta is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. KIPP Metro Atlanta wishes to stress that it is the responsibility of every member of the school community to observe and uphold the principles of equal opportunity as they affect staff, faculty, families, and scholars in all aspects of school life. It is the responsibility of every member of the KIPP Metro Atlanta community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

D. Harassment Policy

KIPP Metro Atlanta is committed to equitable and swift resolution of harassment issues. Any scholar experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. Make a record of when, where and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.
3. If you are not comfortable confronting the offender alone, ask a friend or adult to accompany you, or write a letter to the offender, keeping a copy.
4. Scholars should notify the Principal, or if they are uncomfortable doing so, they should speak with another adult.

As soon as possible, the adult notified will report to the Principal. The Principal will notify the authorities, if necessary.

E. Attendance Policy

The following guidelines have been established to minimize absenteeism. The Georgia Board of Education allows for documented absences due to:

- Personal illness
- Death or serious illness in the family
- Recognized religious holidays
- Absences caused by order of government
- Inclement weather or dangerous conditions
- Voter registration or voting in a public election, not to exceed one (1) day per school year

Additionally, at the discretion of KIPP Atlanta Collegiate, the following may allow for documented absences due to:

- Educational opportunities
- College visits

If a scholar misses the bus or oversleeps, it is the parent's responsibility to find a way for the child to get to school. Transportation problems are not considered excused absences.

When a scholar is absent, a parent or guardian must communicate with the school using the designated form. This communication should clearly state the reason(s) for the absence. For extended absences (three or more consecutive days), supporting documentation (i.e. doctor's note) is required. Furthermore, once a scholar has reached ten (10) cumulative absences for the year, official documentation must be provided in order for any subsequent absences to be excused).

Any absence that is not supported with written documentation and/or does not fall within the guidelines of excused absences as defined by the Georgia Board of Education will be considered unexcused.

In grades 9-12, scholars are expected to arrive on time to school at 8:35 a.m. Scholars who arrive after 8:35 a.m. are considered tardy and will be marked as such on their attendance records.

F. Graduation Ceremony Policy

All requirements for graduation, including successful completion of state testing requirements, must be completed before a senior can participate in graduation exercises. A diploma will be presented upon completion of all graduation requirements. KIPP Metro Atlanta will make available to parents and guardians the graduation dates. The graduation dates are subject to change. (e.g. schools are closed due to inclement weather, emergency on a regular school day, etc.) Scholars' participation in the graduation ceremony is a privilege and not a right. Therefore, the principal has the right to prohibit a scholar's participation if the scholar is found to have violated any provision of the Code of Conduct. Participation in the graduation ceremony is required; therefore, a graduation fee or senior dues may be charged to cover costs for such items as diploma covers, printing costs, and additional graduation expenses, etc. However, scholars will be given written notification of this fee and description of costs at the beginning of the school year in which they are to participate in the graduation ceremony.

G. Valedictorian/Salutatorian Policy

KIPP Atlanta Collegiate High School will designate a valedictorian and salutatorian for each graduating class.

- A. The valedictorian will be the scholar who has earned the highest class rank in the graduating class and who has met the eligibility requirements specified below.
- B. The salutatorian will be the scholar who has earned the second-highest class rank in the graduating class and who has met the eligibility requirements specified below.

The valedictorian(s) and salutatorian(s) will be recognized at graduation ceremonies.

Eligibility

- A. The eligible scholar will have been enrolled in the school from which s/he graduates by the end of the first semester of the junior year.
- B. The eligible scholar will have transferred five (5) or fewer units from a school or program that is not accredited in accordance with state board rule 160-5-1-.15 Acceptance of Transfer Credit and/or Grades and Atlanta Board of Education policy JBC (4) Transferring Credits.
- C. For graduating classes that entered ninth grade in 2008-09 or later, all scholars earning regular education diplomas are eligible.

- D. The eligible scholar will have a weighted numeric grade-point average of 90 or above. Scholars selected as valedictorians and salutatorians must complete all requirements for graduation by the day specified by the school leadership in the second semester of the senior year.
- E. Scholars who have been selected but fail to complete all requirements for graduation by the end of the second semester for any reason shall become ineligible, and the next eligible candidate will be selected as the valedictorian or salutatorian.

Selection

- A. Class rankings to determine the valedictorian and salutatorian will be generated based on grades earned by the end of the first semester of the senior year.
- B. Class ranking is established based on the weighted numeric grade-point average calculated in accordance with policy IHC, Class Rankings.
- C. The official class ranking list will be the scholar information system-generated ranking of the weighted numeric grade-point averages of all eligible scholars in the graduating class.
- D. Co-valedictorians and co-salutatorians will be identified if there is an exact grade-point average tie for either the highest or second-highest class rank.

H. Locker Usage Policy

All lockers made available for scholar use on the school premises are the property of KIPP Metro Atlanta. The lockers are made available for scholar use in storing school supplies and personal items necessary for use at school, but the lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules. A scholar who uses a locker that is the property of KIPP Metro Atlanta is presumed to have limited expectations of privacy in the locker or the locker's content. The scholar's use of the locker does not diminish KIPP Metro Atlanta ownership or control of the locker. KIPP Metro Atlanta retains the right to inspect the locker and its contents to ensure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen materials, and or any other material forbidden by school rules such as weapons, illegal drugs or alcohol.

I. Search & Seizure Policy

KIPP Metro Atlanta may use metal detectors, sniffing dogs, or other detection devices to ensure school safety. School personnel may search anything on school property such as cars, school buses, lockers, and personal belongings. Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken.

Personal property of a random group of scholars can be searched with reasonable suspicion or if the group of scholars searched is chosen at random. Searches of a scholar themselves may also be done with reasonable suspicion. The search must be done by a staff member who is the same sex as the scholar and there must always be a second staff member present as a witness.

Scholars and parents are responsible for checking clothing, book bags, purses and all scholar personal possessions for illegal and unauthorized items before entering the school safety zone (defined as on or within 1000 feet of any realty property owned or leased to any public or private

elementary school, secondary school, or school board, and used for elementary or secondary education).

J. Computer/Internet Use Policy

Computers are used to support learning and enhance instruction. Scholars will use computers frequently in their regular classrooms. However, all of these computer privileges depend on a scholar's using the technology in a responsible, efficient, ethical, and legal manner. A scholar may not:

- Use the Internet for any illegal purpose;
- Use any social networking site (Facebook, MySpace, Bebo, Twitter, etc.)
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Share his/her password with anyone except adults at the school.

A scholar will not be allowed to access the Internet or email until the scholar and a parent/guardian have signed a Technology Release agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

Safety and Acceptable Use of the Internet by Scholars, Staff, and Educators Policy

Background:

As the use of telecommunication networks by scholars and educators increase, there is a need to clarify acceptable use and safety of those networks and to include federal regulations from the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA).

Contents:

This policy includes regulations for the safety and use of the Internet. It addresses acceptable use, privileges, accountability and responsibility, network etiquette, security, safety, and vandalism.

Purpose:

This policy includes the new federal regulations regarding issues of child safety and acceptable use of the Internet and is in compliance with Universal Service Fund for Schools and Libraries (E-rate) guidelines.

This policy establishes criteria for the safety and acceptable use of the Internet by scholars, educators, school personnel at KIPP Metro Atlanta schools.

1. Scope

The Internet is an electronic highway connecting millions of computers all over the world and millions of individual subscribers. Access to the Internet will provide scholars and educators with electronic mail, information access and sharing.

With connections to computers and people all over the world also comes the availability of material that may not be considered to be appropriate or have educational value. On a global network, it is impossible to restrict access to all controversial materials. It is the responsibility of the scholar,

parent, teacher and administrator to ensure that access to telecommunication networks, computers and the Internet provided by the school is not abused.

2. Acceptable Use

2.1. Access to the Internet for KIPP Metro Atlanta schools is provided for the sole purpose of academic achievement. The use of the Internet must be in support of education and consistent with the educational objectives of the KIPP Metro Atlanta.

2.2. Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material, or material protected by trade secrets. Illegal activities and privacy and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

3. Privileges

3.1. The use of the Internet as part of an educational program is a privilege, not a right, and inappropriate or unauthorized use or safety violations could result in revocation or suspension of that privilege. Each scholar who will access the Internet will be provided acceptable use training and shall have an acceptable use form, signed by a parent or legal guardian, on file. The system administrators and/or local teachers may deny user access at any time. Additionally, KIPP Metro Atlanta may pursue legal action to recover damages as a result of inappropriate use or safety violations of the network.

3.2. KIPP Metro Atlanta's administrative information systems are to be used exclusively for the business of the organization. KIPP Metro Atlanta reserves the right to enter an employee's information system files whenever there is a business need to do so.

4. Accountability and Responsibility

The use of telecommunications and/or access to the Internet is an extension of the educator's responsibility in his/her classroom. Therefore, it is the educator's responsibility to ensure classroom activities that utilize Internet-related technologies focus on appropriate and specific learning goals and objectives. All scholar use of Internet-related applications must be authorized by the educator. Specific examples of unauthorized use include, but are not limited to:

- Creating, storing, sending, or viewing pornographic material.
- Downloading, uploading and/or executing viruses.
- Corrupting, destroying, deleting, or manipulating system data with malicious intent.
- Hacking" or any other unlawful online activities.
- Disclosing, using, or disseminating personal information regarding minors.

5. Content

5.1. Content should be appropriate, in good taste, and not harmful to any individual or group.

5.2. Scholar pictures and names can be published on the school web site at the discretion of the school. Parental permission should be obtained. Internet guidelines stress the importance of not publishing the last names of scholars. Nicknames may be used in place of the given name. Personal information, such as home address, home telephone, credit card information, mother's maiden name, and other personal information should not be published

5.3. Pages should comply with KIPP Metro Atlanta policies and regulations.

5.4. Information such as an e-mail address of the responsible contact person, copyright, and the last date updated should be included.

6. Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal the personal home address or phone number of scholars or colleagues. -- Note that electronic mail (e-mail) is not guaranteed to be private. Messages related to or in support of illegal activities may be reported to the authorities.

7. Security

Users who identify a security problem on the system must notify a system administrator. Users must not use another individual's account or give their passwords to others.

8. Vandalism

Vandalism will result in revocation of user privileges. Vandalism is defined as any attempt to harm or destroy data or any connections that are part of the Internet. This includes, but is not limited to, uploading, downloading or creating computer viruses.

9. Safety

Safety measures must be enforced to carry out policies at the school to implement the intent of CIPA, COPPA and E-rate guidelines.

9.1. KIPP Metro Atlanta will organize technical protection through the use of filtering, measures to guard against visual depictions that are (1) obscene; (2) child pornography; or (3) other materials deemed to be "inappropriate for minors."

9.2. Schools must enforce the use of the filtering or electronic technical protection measures during any use of the computers to access the Internet.

9.3. Safety includes monitoring the online activities of minors.

10. Implementation

KIPP Metro Atlanta Board of will support KIPP Metro Atlanta to ensure implementation of this policy in a method that promotes proper use of the Internet.

K. Outstanding Fees Policy

Scholars may be subject to fees for a variety of reasons, including but not limited to: class fees, lost or damaged textbooks or instructional materials, or childcare fees related to tardy pick-ups. As a general rule, parents have 10 to 30 days to pay any outstanding fees, depending on the type of fee(s) owed. When such fees are not paid, children may be denied any services for which the school has to pay an additional amount of money for participation. The school may prevent children with outstanding fees from participating in the school's enrichment program (which costs the school additional money), field lessons, etc. Report cards will also not be issued to scholars with outstanding fees. At the high school level, all outstanding fees must be paid by a date set prior to

graduation. If fees remain unpaid, the high school diploma and official high school transcript will not be issued. Additionally, the scholar may not participate in graduation exercises.

L. Board Meeting Participation Policy

All KIPP Metro Atlanta Board meetings are open to the public. Meeting dates and times are available on the organization's website.

Time is set aside at each of its regularly-scheduled quarterly meetings to provide stakeholders the opportunity to address the Board. The public comment period is designed to gain input from the public and not for immediate responses by the Board to the public comments presented.

Individuals who wish to address issues related to an individual school should communicate directly with the school's advisory board using that school's advisory board communication protocols or by following the established grievance process outlined in the scholar/parent handbook (if applicable). Individuals who wish to address the regional governing board about a more global concern at a Board meeting will be required to sign up in advance of the meeting by calling the executive director's office at least 24 hours in advance.

- Speakers should be courteous and professional. The presiding Board officer may terminate public comments that are profane, vulgar or defamatory.
- Speakers will be heard in the order in which they called in.
- Speakers have three minutes each and must stop speaking promptly when signaled.
- The board reserves the right to cap the public comment period to the first 7 parents who sign up.
- Speakers may not address confidential scholar or personnel matters, but may submit such concerns to the Board in writing.
- Board members will not respond to the comments during the meeting. If follow-up is necessary, the appropriate staff or a representative of the Board will follow-up in a timely manner via email, letter, or telephone.

ACADEMICS

A. Grading Policy

KAC's academic year is broken into four quarters. The marking periods are long enough (approximately 9 weeks) to allow scholars several opportunities to demonstrate mastery of specific skills. In addition, multiple means are used to determine scholars' grades and assess their skill levels. Due to the 4x4 schedule, scholars will receive .5 credit for each course with a passing grade of 70 or higher per quarter. Scholars and parents will receive a report card for each quarter and progress reports at the mid-semester point for each quarter.

In alignment with Atlanta Public Schools, our scholars will be graded on a 100 point, numerical scale on both individual assignments and final quarter grades. The grading scale is as follows:

Letter Grade	Numerical Equivalent	Description
A+	99 - 100	Excellent achievement at the assigned performance level.
A	92 – 98	
A-	90 – 91	
B+	88 – 89	Above Average achievement at the assigned performance level.
B	82 – 87	
B-	80 – 81	
C+	78 – 79	Average achievement at the assigned performance level.
C	72 – 77	
C-	70 – 71	
F	0 – 69	Failure to achieve at the assigned performance level.

GPA Conversion

To prepare scholars for the college admission process, each semester we will convert the numerical GPA to a 4.0 scale. The conversion will be based on the unweighted, cumulative, numerical GPA that posts to scholars’ transcripts. The 4.0 GPA Conversion will be as follows:

Letter	Numerical Equivalent	GPA	Letter	Numerical Equivalent	GPA	Letter	Numerical Equivalent	GPA
A	95-100	4.0	B	84	2.9	C	73	1.8
A	94	3.9	B	83	2.8	C-	72	1.7
A	93	3.8	B-	82	2.7	C-	71	1.6
A-	92	3.7	B-	81	2.6	C-	70	1.5
A-	91	3.6	B-	80	2.5	F	0-69	0
A-	90	3.5	C+	79	2.4			
B+	89	3.4	C+	78	2.3			
B+	88	3.3	C+	77	2.2			
B+	87	3.2	C	76	2.1			

B	86	3.1	C	75	2.0
B	85	3.0	C	74	1.9

Gradebook Floors

Due to the disproportionate impact of a zero on a grade, KIPP sets assignment grade “floors” that prevent a single test or quiz from irreparably harming a student’s semester grade. In addition, setting grade “floors” for infrequent assignments such as summative and formative assessments prevents unanticipated drops in student’s grades at the end of the semester.

Category	Lowest Grade Possible	Grade Floor Policy
Practice	0%	The grade earned by students on the assignment should be entered in the gradebook. Students who turn in assignments late can receive a maximum score of 85%. Assignments that are not turned in earn a 0.
Formative and Summative Assessments	60%	All grades below a 60% should be entered as 60% in the gradebook.

The lowest grade a KIPP Atlanta Collegiate student can earn is a 60% for a semester grade.

Late/Missing Work Policy - Make-up Work

All scholar classwork and homework will be housed on an electronic platform and will be updated daily. Scholars will be able to make up work for one week following an unexcused absence for a maximum grade of 85%.

Following an absence, scholars are expected to return to school with the completed homework that was assigned the day before the absence. If the work is not submitted upon return, the assignment will be missing and is subject to our late/missing work policy.

If it is an excused absence, scholars will have the same amount of days to complete work assigned as they were absent (i.e. if a scholar is absent for 3 days, they have 3 days to make up missed work with no deductions). If the absence is unexcused, the work is subject to the Late/Missing Work Policy.

Students absent for two or more days in a row must communicate directly with the school via the front office staff to coordinate the collection of their work from school at the end of the school day. If the student is unable to get to school on his/her own, parents are responsible for collecting the student’s assignments.

Missed Assessment Policy

We recognize that sometimes students miss school for legitimate illnesses on other appointments. However, learning how to navigate making up major assessments is a skill required of our students to be college-ready. Given the strict policies around absences for major exams in college, it is

appropriate that high school students have a similarly high standard for missing a quiz or a test in class. It should be noted that this policy does not apply to Interim Assessments and Mock Exams, as all Interim Assessments and Mock Exams must be taken for the purposes of reliable data.

Assessments and quizzes will not be posted online and must be made up in person within one week of the missed assessment.

Scheduling Make-up Assessment: Scholars should reach out to teachers via email, text, or phone call to schedule a make-up assessment. The teacher will respond within 24 hours to the scholar's request, excluding weekends. Teachers may opt to "remind" students of the exam they need to make up, but this is solely at the discretion of the teacher. Ultimately, the scholar is responsible for making up their assignments and exams.

Exceptions to the Missed Assessment Policy

1. If the scholar has a disability which might impede their ability to advocate for themselves, they should not be penalized for a missed exam.
2. If the scholar has documentation provided by medical personnel:
 - a. The teacher may choose to waive the exam, provide a suitable alternative assessment, or extend the timeline for making up the exam.
 - b. The scholar does not need to email the teacher until the day prior to their return.
 - c. If the exam is a "pop quiz" or the teacher has not announced the assessment, the scholar should be able to make the exam up at a time convenient to the teacher for full credit.

Academic Accommodations After Long-Term Absences

As a general rule for students who have a long-term absence, they will have as many days as they were absent to complete the missing work. For example, if a student was out five days with the flu, they would have five days to make the work up without penalty. Following those five days, the late work policy above is enacted.

AP Bonus Points

Because we encourage classes with more challenging curricula, KIPP Atlanta Collegiate awards extra grade points (10 points on the numerical scale) to a scholar for successfully earning credit in advanced placement courses. The only advanced placement courses eligible for these credits are courses that meet the College Board's AP standards with differentiated curricula that culminate in an AP examination following the course. It is important for all scholars to recognize that the added points WILL NOT allow a scholar to receive credit for a course if they score lower than 70% without the bonus points. If a scholar fails to earn 70% without the bonus points, they WILL FAIL the course and not earn credit. For example, if a scholar earns a 70% in an AP course, their transcript will record the grade as an 80%; if a scholar earns a 69% in the course, they will fail and the transcript will reflect a 69%.

AP Exams

Scholars enrolled in AP courses are expected to take the AP Exams. For the 2021-22 school year, KAC will cover the cost of any exams taken by a scholar. Any scholar who refuses to take the AP exam will forfeit the bonus points and the course title on their transcript. Please note that AP Exam Fees will also be assessed to scholars' accounts.

Final Quarter Grades

A scholar will receive a final grade for each course at the conclusion of each quarter. The final quarter grade will be a measurement of all of the work given throughout the quarter and a passing grade will result in the scholar earning 0.5 credits. Final grades are rounded to the nearest whole number. For courses that have an EOC given by the state of Georgia, the score on that assessment will account for 20%* of the scholar's final grade for the final semester the course is given (i.e. the Algebra EOC will account for 20% of a scholar's 2nd semester grade). If a scholar receives a final grade (including the addition of any applicable EOCs) lower than 70%, he or she fails that course for the year.

Failing Grades

If a scholar earns a failing grade between 61 - 69% in a course, she/he/they will have the opportunity to engage in a course extension opportunity at the end of each quarter. Below are guidelines regarding this process:

- Scholars will have one week after the date grades are posted to submit work.
- Teachers will provide scholars and parents with details regarding the assignments scholars should complete.
- The maximum grade a scholar can receive for the course is 70%, including AP courses. The 70% will replace the failing grade on the transcript.

If a scholar earns a failing grade of 60% or lower in a course and the course is **not** a graduation requirement, she/he/they will not be required to retake the course.

If a scholar earns a failing grade of 60% or lower in a course **and** the course is a graduation requirement, she/he/they will be required to retake the course through one of our credit recovery opportunities (Atlanta Virtual Academy, summer school or Phoenix Academy).

B. Grading Categories and Weights

KIPP Atlanta Collegiate teachers employ a common set of grading categories for all academic courses and, in most cases, in non-academic courses as well. The school employs common grading categories and weights to ensure school-wide consistency, preserve the distinct nature of each course, codify the rigor of college-preparatory coursework, and effectively communicate academic expectations to students and families.

The names and weights of each category as well as the appropriate categorizations of typical assignments and assessments are detailed in the table below.

	Practice	Formative Assessments	Summative Assessments	ACT Interims
Lower School (9th Grade)	30%	40%	30%	-
Lower School (10th Grade)	30%	40%	25%	5%
Upper School (11th Grade)	20%	35%	40%	5%
Upper School (12th Grade)	20%	35%	45%	-
Assignment Types	<ul style="list-style-type: none"> • Independent practice problems or exercises • Notes / Annotations • Questions • Readings • Homework 	<ul style="list-style-type: none"> • Exit tickets • Rough drafts • Quizzes • Selected problems or questions from a classwork assignment • CCRS Mastery Quiz 	<ul style="list-style-type: none"> • Interim Assessments • Unit Assessments • Final drafts of paper or labs • Seminar write-ups • On-demand assessments • Summative seminars 	<ul style="list-style-type: none"> • Interim ACT assessments only, 1 grade per quarter

C. Dual Enrollment

Dual enrollment allows high school scholars to earn college credit while working on their high school diploma. The goal of dual enrollment is to increase college access and completion and prepare scholars to enter the workforce with the skills they need to succeed.

Courses

- Approved courses include:
 - Core academic areas (English, math ,science, social studies and world/foreignlanguages) used in the high school HOPE Scholarship calculation
 - Career, Technical and Agricultural Education (CTAE) courses aligned with the GaDOE Career Clusters and Pathways
 - The Course Directory lists all eligible courses by participating post secondary institutions. Eligible courses per category are determined by the first two digits of high school course number. More information is available on the GAfutures Dual Enrollment Course Directory page.
- Course categories such as: fine arts, physical education and health are not eligible for Dual Enrollment funding.

Funding

- The Dual Enrollment Funding Cap is 30 semester or 45 quarter hours.
- The Funding Cap is a hard cap based on hours paid by the Dual Enrollment funding program for terms of enrollment (as invoiced by the postsecondary institutions).
- The Funding Cap does not include dual credit coursework attempted and paid by other sources.
- All first-time scholars, as of Summer term 2020 and beyond, are subject to the Dual Enrollment Funding Cap.
- Scholars who received Dual Enrollment funding for 18 semester/28 quarter or less hours, through Spring term 2020, are subject to the Funding Cap. For Summer Term 2020 and later, these scholars may receive funding for the remaining hours up to the Dual Enrollment Funding Cap of 30 semester or 45 quarter hours.
- Scholars who received Dual Enrollment funding for 19 semester/29 quarter or more hours through Spring term 2020, have a Funding Cap of an additional 12 semester hours or 18 quarter hours of funding.

Eligibility

Dual Enrollment Funding Program regulations do not supersede high school nor postsecondary policies, which scholars must abide by, in order to be eligible to participate in the program.

9th Graders

Scholars in the 9th grade are not eligible to participate in the Dual Enrollment Funding program.

10th Graders

- All eligible 10th Graders may enroll in approved Career, Technical and Agricultural Education (CTAE) courses listed on the Course Directory at a participating TCSG institution only.
- 10th Graders who have a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration, may enroll in any approved courses listed on the Course Directory at a TCSG, USG or private eligible participating postsecondary institution. Note: GSFC must have the required test score(s) in the Dual Enrollment system prior to the scholar's Dual Enrollment funding Application being approved by the high school or home study.
- Scholars that were 9th graders during the 2019-2020 school year and participated in Dual Enrollment during the 2019-2020 (received funding for FY 2020) year may enroll as 10th graders in any approved Dual Enrollment courses listed on the Course Directory at any eligible participating postsecondary institution (USG, TCSG or private) for the 2020-2021 year.

11th & 12th Graders

Eligible scholars may take any approved Dual Enrollment courses listed on the Course Directory, at an eligible participating postsecondary institution (USG, TCSG or private).

KAC Eligibility Requirements

- Must have a 3.0 GPA
- Must have a minimum of a 2.0 college GPA in order to remain in the program
- Must have an approved application on file by the submission deadline

Grading

Ten (10) points will be added to the final numeric grade for courses in core content areas and world languages that are passed with a grade of 70 or above.

Withdrawals from Dual Enrollment courses must be pre-approved by the Dual Enrollment Coordinator and the post secondary partner’s Dual Enrollment Coordinator.

Scholars who withdraw from Dual Enrollment courses will automatically receive a failing grade of “F” on their transcript unless they are placed in an equivalent course at KAC and/or receive approval through the “Z” Grade Petition Process.

Scholars may not receive funding for the same course twice. Courses taken Summer term 2020 or later cannot be retaken and receive funding; does not include courses taken through Spring term 2020.

Scholars become ineligible to continue to receive Dual Enrollment funding after their 2nd course withdrawal.

Dual Enrollment Grade Conversion

Letter Grade - PS Institution	Unweighted HS Grade	Weighted HS Grade
A+	100	110
A	95	105
A-	91	101
B+	88	98
B	85	95
B-	81	91
C+	78	88
C	75	85
C-	71	81
D	70	
F	55	

W	55
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D. Credits & Graduation Policy

Scholars are cohorted based on when they matriculate to high school. Those who enter KAC as freshmen in the fall of 2021 will remain in the Class of 2025 cohort, regardless of how many credits they have, until they graduate. The cohort for scholars who transfer to KAC will be determined based on their transcripts.

In order to remain on track for graduation, scholars must earn the following number of credits by the end of each year. Scholars who do not obtain the number of credits listed below are in danger of not graduating on time.

	9th	10th	11th
Total	6	12	18

Transcript audits will be completed on a quarterly basis, at which point scholars and parents will be notified of whether scholars are on or off track for graduation.

Scholars will have a variety of ways to recover the credits they fail to earn initially. If a scholar is required to make-up a course, both the initial failing grade as well as the passing grade on the repeated course will show up on their transcript and be averaged into their cumulative GPA.

Credit Requirements

The chart below describes the required courses and total number of credits each scholar must earn in each category in order to meet the graduation requirements:

Category	Required Course(s)	Number of Credits
English	Ninth Grade Literature/Composition (1 Credit)	4
	American Literature/Composition (1 Credit)	
	ELA Core, including AP courses (1 Credit)	
	ELA Core, including AP Courses (1 Credit)	
Math	Algebra I or Equivalent (1 Credit)	4
	Geometry or Equivalent (1 Credit)	
	Algebra II or Equivalent (1 Credit)	
	Math Core, including AP courses (1 Credit)	
Social Studies	American Government (0.5 Credit)	3
	World History (1 Credit)	

	US History (1 Credit)	
	Economics (0.5 Credit)	
Science	Biology (1 Credit)	4
	Physical Science / Physics (1 Credit)	
	Chemistry / Earth Systems / Environmental Science / AP course (1 Credit)	
	Science Core, including AP courses (1 Credit)	
Modern Language 2 Credits of the Same	Modern Language or Computer Science 1 (1 Credit)	2
	Modern Language or Computer Science 2 (1 Credit)	
CTAE / Modern Language / Fine Arts	CTAE / Modern Language / Fine Arts (1 Credit)	1
Health and Physical Education	Health (0.5 Credit)	1.5
	Personal Fitness (0.5 Credit)	
	Physical Education Elective (0.5 Credit)	
Electives	Electives (4 Credits)	4
Community Service	140 Hours (0.5 Credit)	0.5
Total		24

E. AP4All with Choice

Since 2016, KIPP Atlanta Collegiate has been part of an exciting and ambitious curriculum redesign to ensure that ALL of our scholars are introduced to a true college-preparatory curriculum prior to graduation. The end goal was to ensure that all scholars take AP-level courses prior to graduation.

Beginning in the 2021-2022 school year, our iteration of AP4All changed to allow scholars more independence, autonomy, and choice. Instead of requiring scholars to take four AP courses prior to graduation, we are encouraging all scholars to attempt at least one AP class.

As part of this redesign, faculty and staff members will receive support and development about how to adjust the curriculum to ensure that all scholars are prepared to engage with the content, and appropriate supports and adjustments will be made to ensure that the push for AP4All does not result in low scholar mastery and/or performance.

KAC AP Course Offerings (2021-2022)				
AP English	AP Calculus BC	AP Chemistry	AP Human	AP Seminar

Language and Composition			Geography	
AP English Literature and Composition	AP Statistics	AP Biology	AP World History: Modern	AP Research
			AP US History	

F. Course of Study

The general course of study at KAC is included below; however, we recognize that some students requiring accommodations will need modifications and a personalized approach to meet their learning needs. Our approach is intended to ensure rigor and college-readiness for all students, and it is not discriminatory or designed to leave students behind. We believe, as we always have, in seeing students meet their postsecondary goals.

	9th Grade	10th Grade	11th Grade	12th Grade
English	9th Grade Literature	World Literature	AP English Literature and Composition	AP English Language and Composition or American Literature
			Multicultural Literature	AP English Language and Composition or American Literature
Math	GSE Algebra I	GSE Geometry	GSE Algebra II	Statistical Reasoning
	Algebra I Honors	GSE Geometry Honors and Algebra II Honors	AP Statistics	AP Calculus BC
			Algebra II Honors and Pre-Calculus	
Social Studies	World Area Studies	AP World History	AP US History	American Government & Civics and Economics
		World History	US History	
	AP Human Geography			
Science	Biology	AP Biology		
		Chemistry	Physics	

				Environmental Science
			AP Chemistry	
World Language	Spanish 1	Spanish 1 or 2	Spanish 1 or 2	Spanish 2
Physical Education & Health	Personal Fitness and Health	Physical Education Elective		
Fine Arts/Career	Fine Arts Elective(s)			
KIPP Forward	Freshman Seminar	Sophomore Seminar	Junior Seminar	Senior Seminar

G. Course Offerings and Descriptions

Once a year, students request courses for the following school year. The core classes follow the course of study listed above, but students have the opportunity to specify electives they would like to take as well. All students are progressing toward the 24 credit hours required to graduate from KAC.

English Department

23.06100 Ninth Grade Literature (1 Credit - Core) (Grade 9)

This course focuses on a study of literary genres and informational texts; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will also demonstrate competency in a variety of writing genres: argumentative, informational/expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes.

23.08300 Basic Reading/Writing I (1 Credit - Elective)

This course provides fundamental skills development in the five strands of the GSE courses: Reading Literary texts, Reading Informational texts Writing, Speaking and Listening, and Language. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, writing (according to the GSE literary and informational texts, and writing genres associated with the students' English course), speaking, and critical thinking.

23.06300 World Literature (1 Credit - Core) (Grade 10)

This course focuses on a study of world literature and informational texts; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how

the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.

23.08400 Basic Reading/Writing II (1 Credit - Elective)

This course provides an extension of fundamental skills development addressed in Basic Reading/Writing I in the five strands of the GSE courses: Reading Literary texts, Reading Informational texts, Writing, Speaking and Listening, and Language. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GSE literary and informational texts, and writing genres associated with the students' English course), speaking, and critical thinking. Also, test taking skills will be implemented.

23.06700 Multicultural Literature and Composition (1 Credit - Core) (Grade 11)

The course focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

23.08500 Basic Reading/Writing III (1 Credit - Elective) (Grade 11)

This course enhances the fundamental skills development addressed in Basic Reading/Writing I and II in the five strands of the GSE courses: Reading Literary texts, Reading Informational texts, Writing, Speaking and Listening, and Language. The setup is a language lab setting in order to create an intensive small group environment; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GSE literary and informational texts and writing genres associated with the students' English course), speaking, and critical thinking. Also, test taking skills will be implemented.

23.06500 Advanced Placement (AP) Literature and Composition (1 Credit - Core) (Grades 11 - 12)

The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and

argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

REQUIREMENT: AP English Literature and Composition Exam

23.05100 American Literature and Composition (1 Credit - Core) (Grade 12)

This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes.

REQUIREMENT: American Literature and Composition End-of-Course (EOC) (counts as 20% of overall grade)

23.05300 Advanced Placement (AP) English Language and Composition (1 Credit - Core) (Grade 12)

This course focuses on the study of American literature and informational texts, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affects its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening and for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board.

REQUIREMENT: AP English Language and Composition Exam

23.04600 Speech & Forensics I (1 Credit - Elective) (Grades 10 - 12)

This course is a detailed study of forensic speaking including extemporaneous speaking, oration, interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research, and delivery skills. Critical thinking is a major component of this course.

23.04700 Speech & Forensics II (1 Credit - Elective) (Grades 10 - 12)

This course is an extension of Speech/Forensic I. The course provides a review of the skills covered in the first course. The emphasis for this course is classical and contemporary theory. The students will understand the philosophical basis of argumentative theory.

23.03200 Journalism I (1 Credit - Elective) (Grades 10 - 12)

This course focuses on an introduction to journalistic writing through an analysis of newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include, but is not limited to the interview process; evaluating sources; the purpose, structure, and diction in writing; and training in the various technology used in publishing. Students should participate in news gathering, the study of journalism ethics and laws, and the aspects of copy writing, editing, and revising. If a publication is produced, the students will be exposed to the process of publishing and how to manage a successful publication.

23.03200 Journalism II (1 Credit - Elective) (Grades 10 - 12)

The course offers an advanced study of journalistic writing. Skills from Journalism I are continued as the students focus on a more intense analysis of print and broadcast journalism. This course requires more critical thinking and more in-depth writing as related to newspaper, yearbook and/or literary magazine. Students will also be expected to gain more independence in the daily tasks of producing a publication.

23.03200 Journalism III (1 Credit - Elective) (Grades 11 - 12)

This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus on analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities, both in-school and out-of-school.

23.03200 Journalism IV (1 Credit - Elective) (Grade 11 - 12)

This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles as appropriate either in a school newspaper (print or electronic), yearbook or literary magazine. The range of opportunities to apply skills will be increased and students are expected to manage all aspects of the publishing process with the delivery of a final publication.

10.51110 Broadcast/Video Production I (1 Credit - Elective) (Grade 11 - 12)

This one credit course is the first in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in BVP1 and BVP2 will be utilized in subsequent courses.

Mathematics Department

27.09900 GSE Algebra 1 (1 Credit - Core) (Grade 9)

Algebra I is the first course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested allows students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters.

REQUIREMENT: Algebra I End-of-Course (EOC) (counts as 20% of overall grade)

27.09970 GSE Algebra I Support (1 Credit - Elective) (Grade 9)

This course should be used in conjunction with 27.09900; the purpose of a mathematics support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics support courses are elective classes that should be taught concurrently with a student's regular mathematics class.

27.09910 GSE Geometry (1 Credit - Core) (Grade 10)

Geometry is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric

constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Algebra I or its equivalent)

27.09980 GSE Geometry Support (1 Credit - Elective) (Grade 10)

This course should be used in conjunction with 27.09910; the purpose of a mathematics support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics support courses are elective classes that should be taught concurrently with a student's regular mathematics class.

27.09920 GSE Algebra II (1 Credit - Core) (Grade 11)

Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Geometry or its equivalent)

27.09990 GSE Algebra II Support (1 Credit - Elective) (Grade 11)

This course should be used in conjunction with 27.09920; the purpose of a mathematics support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics support courses are elective classes that should be taught concurrently with a student's regular mathematics class.

27.09740 GSE Pre-Calculus (1 Credit - Core) (Grade 11)

Pre-Calculus is a fourth course option for students who have completed Coordinate Algebra/Algebra I, Analytic Geometry/Geometry, and Advanced Algebra/Algebra II. The course focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is

extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Advanced Algebra/Algebra II or its equivalent)

27.08800 Statistical Reasoning (1 Credit - Core) (Grade 12)

Statistical Reasoning is a fourth mathematics course option for students who have completed Advanced Algebra, Algebra II, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course provides experiences in statistics beyond the GSE sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.

27.074001 Advanced Placement (AP) Statistics (1 Credit - Core/Elective) (Grades 11 - 12)

Advanced Placement Statistics is a course that follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. (Prerequisite: Successful completion of Advanced Algebra/Algebra II)

REQUIREMENT: AP Statistics Exam

27.07300 Advanced Placement (AP) Calculus BC (2 Credits - Core) (Grades 11 - 12)

Advanced Placement Calculus BC is a course that follows College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series. (Prerequisite: Successful completion of Accelerated Pre-Calculus or AP Calculus AB)

REQUIREMENT: AP Calculus BC Exam

Social Studies Department

45.08300 World History (1 Credit - Core) (Grade 10)

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations

worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

45.0811 Advanced Placement (AP) World History (2 Credits - Core) (Grade 10)

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

REQUIREMENT: AP World History Exam

45.08100 United States History (1 Credit - Core) (Grade 11)

Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.

REQUIREMENT: United States History End-of-Course (EOC) (counts as 20% of overall grade)

45.08200 Advanced Placement (AP) United States History (1 Credit - Core) (Grade 11)

Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for 45.08100)

REQUIREMENT: AP United States History Exam

45.05700 American Government and Civics (0.5 Credit - Core) (Grade 12)

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. This course meets the state's Citizenship requirement for graduation.

45.06100 Economics (0.5 Credit - Core) (Grade 12)

Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in

the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

45.09200 World Area Studies (0.5 Credit - Elective) (Grade 9)

Examines a region of the world, focusing on an investigation of the geographic, historic, cultural, economic and political development of the region. It might involve such topics as population, urbanization, environment and food supply.

45.07700 AP Human Geography (1 Credit - Elective) (Grades 9 - 12)

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

REQUIREMENT: AP Human Geography Exam

45.01200 Current Issues (1 Credit - Elective) (Grades 9 - 12)

Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills.

45.03200 Ethnic Studies (1 Credit - Elective) (Grades 9 - 12)

Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

45.06700 Personal Financial Literacy (0.5 Credit - Elective) (Grades 9 - 12)

Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy. The elements of the course are aligned with current technology and laws - both of which can change rapidly - so instructors should verify any information they feel may be outdated. The standards and elements can be taught in any sequence.

Science Department

26.01200 Biology (1 Credit - Core) (Grade 9)

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

REQUIREMENT: Biology End-of-Course (EOC) (counts as 20% of overall grade)

40.05100 Chemistry (1 Credit - Core) (Grade 10)

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

26.01400 Advanced Placement (AP) Biology (1 Credit - Core/Elective) (Grades 10 - 12)

This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.

REQUIREMENT: AP Biology Exam

40.08100 Physics (1 Credit - Core) (Grade 11)

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

40.05300 Advanced Placement (AP) Chemistry (1 Credit - Core/Elective) (Grades 11 - 12)

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.

REQUIREMENT: AP Chemistry Exam

26.06100 Environmental Science (1 Credit - Core) (Grade 12)

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

40.09300 Forensic Science (1 Credit - Elective) (Grades 9 - 12)

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

World Language Department

60.07100 Spanish I (1 Credit - Core) (Grades 9 - 11)

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

60.07200 Spanish II (1 Credit - Core) (Grades 9 - 12)

Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

60.07300 Spanish III (1 Credit - Core) (Grades 10 - 12)

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

60.07400 Spanish IV (1 Credit - Core) (Grades 11 - 12)

Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures.

Health and Physical Education Department

17.01100 Health (0.5 Credit - Core) (Grades 9 - 12)

Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health , and community health.

36.05100 Personal Fitness (0.5 Credit - Core) (Grades 9 - 12)

Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles,

nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

36.02100 Introductory Team Sports (0.5 Credit - Elective) (Grades 9 - 12)

Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

36.02200 Lifetime Sports (0.5 Credit - Elective) (Grades 9 - 12)

Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.

36.03200 Intermediate Lifetime Sports (0.5 Credit - Elective) (Grades 9 - 12)

Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.

36.05400 Weight Training (1 Credit - Elective) (Grades 10 - 12)

Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifestyle habits.

36.06400 Advanced Weight Training (1 Credit - Elective) (Grades 10 - 12)

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

Fine Arts Department

52.07100 DA/Film/Vid/TV (1 Credit - Elective) (Grades 9 - 12)

Introduces film directing, acting, and production. Students investigate the techniques and origins of a wide variety of film and television productions while exploring historical and cultural differences. Provides opportunities to analyze film, television, and video productions, and to develop criteria to evaluate these media forms.

50.04210 Visual Arts/Fibers I (1 Credit - Elective) (Grades 9 - 12)

Introduces fabric and fiber design techniques such as weaving, stitchery and printing and a variety of design techniques, materials and supplies. Explores historical origins and use of fabric in Western and non-Western cultures. Applies art criticism techniques to judgments about fiber/fabric designs.

50.04310 Applied Design I (1 Credit - Elective) (Grades 9 - 12)

Enhances level-one skills and provides opportunities to apply design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements,

graphic designs, environmental designs, and product designs. Uses board- and computer-generated designs for art products. Covers how to create designs and plan design presentations.

50.04320 Applied Design II (1 Credit - Elective) (Grades 9 - 12)

Emphasizes design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements, graphic designs, environmental designs, and product designs. Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles.

51.06610 Dance Production I (1 Credit - Elective) (Grades 10 - 12)

Provides instruction and laboratory experience in methods and techniques involved in producing a dance concert which includes digital and print publicity, lighting, set construction, audio, costuming, audition production, performance skills, and dance critique and assessment. Students technically assist all dance works from origin to close, creating and disseminating original materials to enhance quality and exposure of dance productions.

51.05300 Dance I (1 Credit - Elective) (Grades 9 - 12)

Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures, and observe and critique dance performances using specified criteria and appropriate dance terminology.

51.05400 Dance II (1 Credit - Elective) (Grades 10 - 12)

Enhances previous course. Further develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.

51.05500 Dance III (1 Credit - Elective) (Grades 10 - 12)

Enhances previous course. Offers a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, and movement science with an emphasis on intermediate technical instruction in ballet, jazz, and modern techniques.

51.06800 Performance Ensemble I (1 Credit - Elective) (Grades 9 - 12)

Focuses on utilizing pre-professional ballet and contemporary techniques with an emphasis on presenting faculty and student generated works in varied settings (e.g. traditional stages, site-specific works, younger audiences, assisted living communities). The goal of the class is to increase dance awareness to the public by performing for the extended community at large. The group will function

as a self-governing entity with preparation for a professional dance occupation as a member of a dance company.

51.06810 Performance Ensemble II (1 Credit - Elective) (Grades 10 - 12)

Enhances previous course. Focuses on managerial and leadership skills with an emphasis on choreographing student generated works to be presented in varied settings (e.g. traditional stages, site-specific works, younger audiences, assisted living communities). Class familiarizes students with logistics and time management, becoming leaders/directors of the performance ensemble class, and prepares students for a professional dance occupation as director of a dance company.

51.06300 Advanced Repertory Dance I (1 Credit - Elective) (Grades 10 - 12)

This is an intermediate-level dance technique class. Students explore and strengthen intermediate-level dance skills within the traditional format of a technique-based dance class including, but not limited to, ballet, modern, and jazz. Students learn choreography from historical dance works by dance pioneers (e.g. Marius Petipa, Lev Ivanov, George Balanchine, Lester Horton, Alvin Ailey, Martha Graham, Paul Taylor, Merce Cunningham, Twyla Tharp).

52.02100 Theatre Arts/Fundamentals I (1 Credit - Elective) (Grades 9 - 12)

This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.

52.05100 Theatre Arts/Advanced Drama I (1 Credit - Elective) (Grades 10 - 12)

Studies the artistic, technical, management, and performance elements of a live theatre production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and demonstrate basic knowledge and skills in acting, directing, artistic criticism, script analysis, staging, character creation, vocal techniques, and physical movement. Students recognize the responsibilities of the producer, director, actors, designers, technicians, and managers through collaboration in the creation of a theatre performance.

52.05200 Theatre Arts/Advanced Drama II (1 Credit - Elective) (Grades 10 - 12)

Enhances Level-one skills, focusing on student direction and design.

52.05230 Theatre Arts/Advanced Drama III (1 Credit - Elective) (Grades 11 - 12)

Enhances Level-two skills, focusing on student direction, playwriting, and design.

53.01400 Music Appreciation I (1 Credit - Elective) (Grades 9 - 12)

Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.

53.01500 Music Appreciation II (1 Credit - Elective) (Grades 10 - 12)

Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.

53.03610 Beginning Band I (1 Credit - Elective) (Grades 9 - 12)

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences.

53.03710 Intermediate Band I (1 Credit - Elective) (Grades 10 - 12)

This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individual progress and learning and group experiences. Strengthens reading skills. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

53.03810 Advanced Band I (1 Credit - Elective) (Grades 10 - 12)

This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress. Stresses individual progress and learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

53.03820 Advanced Band II (1 Credit - Elective) (Grade 11 - 12)

This performance-based class enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress, individual learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

Additional Electives

08.44100 Marketing and Entrepreneurship (1 Credit - Elective) (Grades 10 - 12)

Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.

11.47100 Computer Science Principles (1 Credit - Elective) (Grades 10 - 12)

This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

45.05900 Peer Leadership I (1 Credit - Elective) (Grades 11 - 12)

This course is intended for use by systems that choose to provide some credit for student government, leadership internships, or academic leadership course work outside of the classroom.

Grade Level Seminar Program

Grade Level Seminar is designed to complement existing KIPP Forward programming and work alongside practices already in place aligned to the major milestones in the postsecondary exploration and application process. It is intended to serve as the connective tissue that helps students develop the knowledge and skills necessary to chart their personal pathway to postsecondary education in order to achieve their career and life goals. A student's clarity of their goals, passions, and purpose is deeply connected to their motivation for applying to and enrolling in post secondary education. Modules in this curriculum focus on discrete skills, projects, tasks, and mindsets, and most importantly students will gain self-confidence, self-knowledge, and self-efficacy. Seminar is also designed to introduce students to key ideas that build critical consciousness or add to a student's existing critical consciousness.

35.06800 Freshman Seminar (HS Transition) (.5 Credit - Elective) (Grade 9)

This course is designed to introduce key knowledge necessary to support students in their career and postsecondary options exploration. It is designed to provide a foundation on which the deep and pivotal work of KIPP Forward programming will build on in grades 10 to 12 to support students as they begin their "Warrior Blueprint", and ultimately make decisions about their postsecondary and career pathways. It forms the foundation for students to begin to identify their values and how their values can inform their postsecondary and career exploration.

35.06100 Sophomore Seminar (Study Skills 1) (1 Credit - Elective) (Grade 10)

This course is designed for grade 10 and builds on the foundational knowledge introduced in grade 9 and provides a continued in-depth introduction to the multi-year College Knowledge and Career Success (CKCS) course experience. It forms the foundation for students to make connections between their values and their postsecondary and career opportunities and should inform students' approach to their "Warrior Blueprint" and postsecondary pursuit milestones.

35.068000 Junior Seminar (College Success 1) (1 Credit - Elective) (Grade 11)

The 11th grade modules focus on learning objectives that will support the major milestones in the 11th grade year including career exploration, creating best-match postsecondary wishlists, focusing on leveraging and continuing to improve important metrics for the postsecondary process such as GPA and ACT/SAT, as well as beginning the process of requesting letters of recommendation and writing essays for internship, job, career-training, and college applications. The culminating capstone project for students is their "Warrior Blueprint", a tailor-made, personalized guidebook to consult and follow as each student begins his or her unique journey towards persisting towards their college and career goal.

35.067000 Senior Seminar (College Success 2 & 3) (2 Credits - Elective) (Grade 12)

The 12th grade course builds on the standards from the 11th grade course with greater depth and specific application to their postsecondary application process and decision making. The standards for the 12th grade course include an additional domain focus area that is specific to preparing students with knowledge, strategies, and skills to aid them in successfully navigating their postsecondary experiences. The culminating capstone project for students is their completed post secondary applications and finalized "Warrior Blueprint". The modules focus on learning objectives that will support the major milestones in the 12th grade year such as, finalizing best-match postsecondary wishlists, creating a work plan for post secondary applications including, requesting letters of recommendation and writing essays through submitting a completed application.

AP Capstone Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — **AP Seminar and AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from

multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

35.09000 AP Seminar (1 Credit - Elective) (Grade 11)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

REQUIREMENT: AP Seminar Exam & Performance Tasks

35.09000 AP Research (1 Credit - Elective) (Grade 12)

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

REQUIREMENT: Academic Paper & Presentation and Oral Defense

WARRIOR CULTURE

A. KIPP Atlanta Collegiate School Norms

Every KIPP Atlanta Collegiate scholar is expected to conduct himself or herself in a manner that is appropriate for college and the professional world. In order to maintain an orderly learning environment, scholars will be held to the following expectations every day at KIPP Atlanta Collegiate:

Classroom Norms:

- Arrive on time, prepared to begin at the bell.
- Cell phone silent and away prior to entering each class.
- Enter the room in an orderly manner, be seated, and begin on the assigned task at the bell.
- Be respectful of yourself, your classmates and your teacher.
- Be engaged and on-task throughout the class period.
- All assignments should be completed neatly and on time.
- If you are asked to leave the classroom, do so calmly and follow the direction of the teacher; any questions about the situation may be directed to the Dean of Scholar Culture or administrators in the building.
- Clean up your work space and exit the classroom calmly after the teacher dismisses you.
- Adhere to all COVID-19 safety guidelines, if applicable

Scholar Habits: All scholars are expected to stay focused and deeply engaged while working, make eye contact when addressed, articulate when speaking in proper volume, respond appropriately when questioned and respect the speaker in the classroom.

Norms for Hallways and Stairwells:

- Move calmly. Do not run as it may endanger yourself or others
- Quiet conversation is acceptable; loud, raucous conversation is not.
- Discard trash in containers provided
- Be aware of traffic flow. Do not stand in groups as hallways are narrow and social distancing is required
- Do not engage in inappropriate physical contact of any type in the halls, including horseplay, altercations, and public displays of affection (PDA).
- Do not use obscene or vulgar language.
- Adhere to all COVID-19 safety guidelines, if applicable

Cafeteria Guidelines:

Breakfast, lunch, and snacks are served at designated times in the cafeteria. Scholars who use the cafeteria must abide by the guidelines listed below.

- Scholars must treat all food service staff, cafeteria supervisors, and fellow scholars with courtesy and respect.
- Scholars are to walk and never run in the cafeteria.
- The line in the cafeteria must be orderly at all times.
- Scholars are not permitted to order food from outside the cafeteria.
- Dining spaces must be clean and neat upon scholar exit.
- Scholars must remain seated after they have received their lunch. They should only move around to throw away their lunch trays or to use the restroom.
- Scholars must exit the cafeteria in an orderly manner.
- Adhere to all COVID-19 safety guidelines, if applicable

Cell Phone Guidelines:

The use of cellphones during the school day is a privilege that we extend to scholars at KIPP Atlanta Collegiate, both for authorized use in the classroom as well as casual use in-between classes and at

lunch. We believe that part of college and life preparation is helping scholars develop appropriate etiquette for cell phone use. Scholars must abide by the guidelines below:

- Scholars must follow staff guidelines regarding usage during the school day. Specifically, the phone must be silenced and away *prior* to entering each class.
- Phones must be silenced and away at all times during class *unless* the teacher has specifically authorized their usage.
- Scholars may use their cellphones in the hallway between classes; however, if wearing earbuds/earphones, one ear must be free to hear instructions from staff members or announcements over the loudspeaker.
- Additionally, scholars should never take photos or videos of any other scholar or KAC staff member without that person's explicit permission.
- Scholars should never use their cellphone to bully, harass, or insult others. Additionally, phones should never be used to start a disturbance.
- Scholars should not play music or videos without using headphones.
- When speaking to any KAC staff members, scholars should put their phones away and provide proper eye contact.

B. Scholar Code of Conduct and Discipline Policy & Procedure

KIPP Metro Atlanta adheres to the discipline policies outlined in the Student Code of Conduct set forth in the [Atlanta Public Schools Student Handbook](#), which is readily available online.

The goal of the Student Code of Conduct is to provide scholars with the necessary tools to understand and address the causes of behavior, resolve conflicts, repair harm done, restore relationships, and successfully reintegrate into the school community when conflict occurs. Additionally, the Student Code of Conduct is intended to help scholars develop a sense of self-discipline, self-understanding, self-direction, and self-worth. The academic as well as the discipline expectations of KIPP Atlanta Collegiate are high. The Student Code of Conduct is designed to give scholars the best chance to be prepared for college and career, and to feel safe and happy at school.

The Student Code of Conduct is not intended to address the entire spectrum of scholar misbehavior; instead, it outlines a range of appropriate responses for certain inappropriate behavior. KAC retains the discretion to address scholar misconduct that is not specifically included in the discipline policy, and may impose campus or classroom rules in addition to those found in the Student Code of Conduct.

This code applies to actions of scholars during school hours, before and after school, while on school property, while traveling in vehicles for school-sponsored events, while representing KAC on any team or group or attending such an activity, at all school-sponsored events, and while using the school network or any computer or IT device.

Extracurricular activities, such as clubs and athletics, may impose their own standards of conduct, violations of which may not be a violation of the Code of Conduct but may result in extracurricular penalty or removal from the activities. Violations of these standards of behavior that are also violations of the Student Code of Conduct may also result in disciplinary actions being taken against the student, including but not limited to suspension, expulsion and/or the student being removed

from participation in extracurricular activities, or exclusion from school honors, such as participation in commencement exercises.

Disciplinary action and the length of the assignment will be progressive and will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including positive disciplinary techniques. Disciplinary action will be related to, but not limited to, the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (e.g., IDEA, 504). Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. Principals or designees will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case by case basis.

If a student, parent, and/or guardian is uncertain as to KIPP Atlanta Collegiate's interpretation of the Student Code of Conduct, they should contact The Office of Student Discipline at 404-802-2239.

Any and all violations of the Code of Conduct will be part of a student's disciplinary record and may be used in a student disciplinary hearing pursuant to APS's progressive discipline process.

Suspension of a student from school for not more than ten (10) consecutive days is considered a short term suspension, not subject to formal rights of hearing or appeal. Although there are no such rights guaranteed by law, parents/guardians may contact the Principal and Associate Superintendent to discuss their child's discipline.

C. Scholar Dress Code

KAC Dress Code Guiding Principle: We believe that a Dress Code policy is important because scholars should be dressed comfortably at all times in a manner that is not intrusive to the learning environment or threatens the safety of others. Dress Codes should not be a barrier to learning and should promote school pride and unity.

The scholar Dress Code policy at KIPP Metro Atlanta is that ALL scholars are expected to wear the required Dress Code every day, unless otherwise indicated.

Dress Code is checked daily during Morning Arrival. Scholars who are out of dress code will receive one reminder of our policy. If the behavior is repeated, they will receive another reminder and a call home in-the-moment. Parent meetings and other progressive disciplinary responses will be taken for scholars with persistent dress code violations. If there is a hardship concern, parents are encouraged to contact their grade level counselor and/or staff are encouraged to submit a counseling referral. Scholars with extenuating circumstances will need to secure a temporary dress code pass from a grade level counselor for each day they are out of dress code. Dress code items may be purchased at www.shopkac.com



Additional Dress Code Notes

Outerwear

- Coats, non-school sweatshirts, or any other non-school outerwear are not permitted during the school day.

Bottoms

- Scholars may not roll the bottoms of the pants or modify the length of their skirts.
- No pants or skirts can be below the hip level.
- No shorts
- All skirts must fall 2 inches above the knee or lower.
- Pants must not be too baggy or too tight or torn or frayed.

Shoes

- Girls' dress shoes are acceptable only if they cover more than half of the foot and don't have more than a 3" heel (as measured from the back).

Gym Dress Code

- Gym attire will not be issued by KAC.
- Scholars must wear t-shirts that are free of any offensive or inappropriate language/logos/pictures. Scholars may not cut off or alter the gym shirts in any way.
- Scholars may be allowed to wear their own gym shorts and sweatpants. No short-shorts, jeans, jean shorts, cutoffs, Lycra, pajamas or Spandex are permitted. Shorts may not be more than three inches above the knees.
- Scholars must wear gym shoes.
- Scholars must change in their assigned locker room.

Field Lesson Dress Code

- Scholars must adhere to the KAC Dress Code when attending field lessons, unless otherwise specified by the Assistant Principal of School Culture and Counseling.

Jewelry and make-up

- Earrings are permitted, but they must not be distracting/offensive in any way.
- If body piercings are either distracting or potentially hazardous to school activities, scholars will be required to remove them during school hours.
- Any distracting or potentially offensive wrist wear is prohibited.

Distracting Clothing

- Clothing or jewelry that is determined by any teacher or staff member as being a distraction from the learning process is not permitted.

Affinity Wear

Daily dress code options have been expanded to include Affinity Wear this year. For the last 3 years we've enjoyed a partnership with Adidas for athletic apparel. We will now be expanding our offerings to include daily wear options.

- Jackets
- Polos
- Sweatshirts (crewneck and hoodie)
- T-Shirts

Dress Down Day (if earned)

Scholars can earn a dress down day in several ways: as a reward, as an incentive, by winning a challenge, etc. Dress Down privileges administered by teachers must be approved by the Assistant Principal of School Culture and Counseling. When scholars are allowed to dress down they must adhere to the following guidelines:

- No pajamas
- No flip-flops, sandals, slides, open toed shoes, house shoes or slippers.
- No shoes with heels taller than 2.5 inches.
- No ripped jeans or pants of any kind.
- No shorts, or capris
- No clothing that is too tight (to be determined by staff)
- No clothing with offensive or inappropriate messages or images.
- Skirts must be longer than the knee and must not have slits that go above the knee.
- No tights, yoga pants, jeggings, etc.
- No clothing that shows too much skin or cleavage
- No cut offs, tank tops, spaghetti straps, mid drifts, or anything that shows too much skin.
- No sheer clothing, and no clothing that allows undergarments to be seen.
- No hats can be worn inside the school building.
- No wave caps, scarves, du-rags, or other head covering unless for religious reasons.
- No sagging pants.

D. Advisory

Purpose: The purpose of the advisory program is to give teachers the opportunity to build strong relationships with a small cohort of scholars over the course of four years. During this time the advisors will guide and instruct their scholars academically, socially and emotionally so that they have the best chance to become successful in getting to and through college.

Scholars will be matched up with a faculty member in a gender-based advisory of 8-20 scholars. Advisors will meet with their advisories throughout the week. As scholars matriculate through KIPP

Atlanta Collegiate, it is important that we continue to provide support and a small-school atmosphere to our scholars and families. One way to keep this feeling as we grow is through our advisory program.

The advisory will stay together for the four years of high school. Scholars' advisors will develop strong relationships with their scholars and will also serve as the first point of contact for nearly every aspect of school life with scholars and families. Four areas of focus are academic success, college readiness, service learning, and self-awareness. The areas are described in more detail below:

Academic Success

- Study Skills: exposure to strategies to increase achievement
- Guidance: academic progress monitoring, review of report cards, and tracking progress towards graduation requirements after each quarter

College & Career Readiness

- Early college and career knowledge during freshman and sophomore years
- College and career placement support in conjunction with the KTC counselors during junior and senior years.
- Professional/Career development and enrichment opportunities such as career days, shadowing opportunities, summer internships, and travel opportunities

Service Learning

- Guidance in selection of community service learning projects
- Reflection and study of personal impact on the community

Self-Awareness

- Opportunity for goal setting and self reflection
- Encouraging character development and teamwork through summer programming, extracurricular activities and wellness activities/sports
- When appropriate, support academic, personal, social, and discipline initiatives in conjunction with the Culture Team, GLCs, student groups, etc.

Advisors will also serve as advocates for their scholars. When there are concerns or issues within the KIPP Atlanta Collegiate community, advisory time will be a place for scholars and staff to voice their concerns and work together to come up with positive and productive solutions. In addition, advisories will compete with each other several times a year in healthy and friendly activities, which will help to foster school spirit and instill a sense of pride in our scholars.

E. Athletics and Extracurricular Activities

Scholars are highly encouraged to take advantage of as many extracurricular opportunities as possible while at KIPP Atlanta Collegiate, both to become more well-rounded individuals and to ensure that they are competitive applicants for higher education. KIPP Atlanta Collegiate provides the opportunity for all scholars to participate and excel in a diverse selection of extracurricular activities and sports. While participating and representing the school, scholars are expected to abide by school expectations. Every scholar is welcome to participate in these activities, so long as they

maintain good academic standing and character standing. Extracurricular activities and sports will take place at the end of the day, though some activities may extend past 5:00 pm. Sports will be separated into three seasons: Fall, Winter, and Spring. Clubs will be offered all-year while competitive sports will be seasonal.

Fall	Winter	Spring
Cheerleading Cross Country - Boys/Girls Football Marching Band Softball Volleyball - Girls	Basketball - Boys/Girls Cheerleading Dance Jazz Band Swimming - Boys/Girls	Baseball Soccer - Boys/Girls Track/Field - Boys/Girls
Year-Long Clubs		
<i>Clubs/Organizations</i> Student Government Association Student Advocacy Association Senior Mentors Program Purple Reign Dancers Sounds of Royalty Marching Band Diamonds of Destruction Girls' Step Team Gamma Kappa Phi Boys' Step Team Anime Club Journalism (Broadcast News & Yearbook) Gender Sexuality Alliance Chess Club Spanish Club Debate Poetry Club		<i>Honor Societies</i> National Honors Society National Beta Club National Spanish Honors Society National English Honor Society Rho Kappa Social Studies Honor Society Quill & Scroll International Honorary Society for High School Journalists National Society for Dance Arts National Art Honor Society Thespian International Association

Notes on Extracurricular Activities:

- Some of these activities and sports are not yet confirmed, as they are dependent on participation, facilities, equipment, coaches/advisors, and other factors.
- For competitive teams, practices and games may go beyond the regular season schedule and may take place at different times and days each week.
- All scholars participating in competitive sports teams are required to have a current physical and medical release form on file.

ACADEMIC AND COUNSELING SUPPORT

A. Academic Support Program

KIPP Atlanta Collegiate is committed to providing every opportunity for scholars to succeed academically and to develop the skills necessary for higher education. In addition to informal teacher

availability, additional academic resources including tutors will be available to all scholars through the Academic Support Program before and/or after school. The two primary types of support are:

- **Tutorial** – Should be an extension of class where *lessons are planned and target specific standards* that have been missed. Tutorials should be mandatory for any scholar who does not score above a 70% on any summative assessment of mastery and or scholars who consistently struggle with formative assessments. Tutorials will be available to scholars after school (4:15 - 5:15 pm) unless otherwise arranged with the scholar, family, and teacher.
- **Peer Tutoring/Study Groups** - We also have upperclassmen who were previously successful in a given course who provide additional support during the school day and as a supplement to teacher-led tutorials. This time can be used to do guided practice on homework, practice problems, essay revision, etc.

In addition to the above supports, scholars may be enrolled in year-long support courses if they have large academic gaps from their previous educational experiences. Scholars who are identified as missing a large number of skills may be required to take a math support or reading enrichment class.

B. Counseling Services

KIPP Atlanta Collegiate understands that scholars may experience personal, social, or family issues that can affect their academic performance. We have made a strong commitment to meet any needs that scholars and their families may encounter. We have scholar counselors and social workers on staff that will help scholars and/or families overcome any obstacles that can affect a scholar's learning. The counselors and social workers will provide 1:1 counseling sessions as well as running small support groups with scholars. If a challenge cannot be solved within our Counseling and Social Work team, external partnerships and referrals with other social service agencies and organizations will be made to help find solutions.

Services provided by the Counseling and Social Work Team may include:

- Individual counseling, formal and informal
- Small group counseling and lessons
- Peer Mediation, training and conflict resolution
- Family Counseling upon request and need
- Referral to external medical, social service, and mental health agencies when necessary.

If you have any questions, please feel free to reach out to our Director of Counseling and Social Work

Malik D. Cooper
Director of Counseling & Social Work
404-574-5126 ext. 402 (office)
404-849-2404 (cell)
mcooper@kippatlantacollegiate.org

C. 504/Homebound/Scholar Support Team (SST)

For scholars who have 504/Homebound/SST plans or are referred by current staff based on academic, medical or behavioral concerns, the KIPP Atlanta Collegiate Scholar Support Team will provide any necessary support to meet every scholar's need.

If you have any questions or require more information regarding our Scholar Support Team, please contact:

Artyce Rogers
504/Homebound/SST Coordinator
404.382.7479 (cell)
arogers@kippmetroatlanta.org

D. Special Education Services

For scholars who have Individualized Education Programs (IEPs), the KIPP Atlanta Collegiate Special Education Department will provide the necessary support to meet scholars' needs.

Direct services provided by KIPP Atlanta Collegiate staff may include but are not limited to:

- A schedule designed uniquely for each scholar in order to meet his or her individual needs.
- In-class support from special educators (push-in team teaching) for core academic courses
- Teaching accommodations such as extended time, small group instruction, guided notes, preferential seating, and/or questions read aloud
- Counseling (if required by the scholar's IEP)

Services for which KIPP Atlanta Collegiate will work with an external provider include:

- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy and/or accommodations
- Assistive Technology

If you have any questions or require more information regarding our Special Education Department, please contact:

Alisha Birthá
Assistant Principal of Scholar Support
404-574-5126 ext. 409 (office)
404-932-5827 (cell)
abirtha@kippatlantacollegiate.org