



**Fulton Schools College and
Career
Academy
Student Handbook
2022-2023**

2022-2023 Academy Staff

Coordinator

Ms. Kimberly Daniel, M.Ed.

Administrative Assistants

Ms. Tiffany Hutchens

Ms. Dorothy Walter

Head Counselor

Ms. Lindsey Hutchins

School Nurse

Ms. Cindy Woodruff

Professional Assistant III/Bookkeeper

Ms. Sophia Walker

Data Clerk

Ms. LaParis Brooks

CTI

Ms. Vanessa Stanley

Work-Based Learning Instructor

Ms. Tina Walcott

Instructors

Ms. Alicia Darian -Teaching as a Profession Instructor
Aviation Instructor

Mr. Raymond Richards – Construction Instructor

Ms. Kya Marrero – AVTF Instructor

Ms. Debra Robinson – Digital Media and Animation Instructor

Ms. Kimberly Rutherford & Ms. Genia Williams- Culinary Arts Instructors

Academy Schedule

Students are scheduled to attend the Academy either on an A day or a B day.

A.M. Session

8:30am-9:00am - Students arrive at FSCCA & report class

9:00am-11:00am - Morning instructional session

11:00am-Students travel back to home schools

P.M. Session

12:00pm-12:30pm- Students arrive at FSCCA & eat lunch

12:30pm-2:30pm- Afternoon instructional session

2:30pm- Students report to buses to travel back to home schools

Trimester Schedule

For CTAE Classes Only

1st Trimester - August 8th – November 2nd

2nd Trimester-November 3rd - February 17th

3rd Trimester- February 22nd - May 25th

Semester Schedule

Semester 1: August 8th -December 16th

Semester 2: January 4th -May 25th

Progress Reporting dates for CTAE Classes:

Trimester 1: FSCCA Progress Reports- Week of Sept 7th and October 5th
End of Term 1 Final Grade Issued-November 2nd

Trimester 2: FSCCA Progress Reports- Week of December 7th and January 25th
End of Term 2 Final Grade Issued- February 17th

Trimester 3: FSCCA Progress Reports- Week of March 23rd and April 27th
End of Term 3 Final Grade Issued-May 25th

Attendance

Due to the accelerated and compacted curriculum we offer, students are expected to attend the Academy each day they are scheduled.

- Students arriving late must sign in at the front office and receive a pass to go to class.
- Students requiring early pick up MUST be checked out in the front office by an emergency contact only.
- Please make sure the emergency contact information is up to date with the home school.

The Academy attendance policy is in alignment with FCS Board Policy JBD.

<http://go.boarddocs.com/ga/fcss/Board.nsf/goto?open&id=BXHSEX7264DA>

In order for students in Fulton County Schools to learn and achieve, it is critical that they attend and engage in the learning process. Student absences impact a child's ability to succeed.

The Board supports enforcement of Georgia's Compulsory School Attendance Law which makes school attendance the responsibility of the parent and the student. Parents should avoid scheduling or arranging activities that require absences during the school day due to the detrimental impact on the student's access to, and progress in, their educational program. Any child in the state of Georgia subject to compulsory attendance who during the school calendar year has more than five (5) days of unexcused absences is considered truant (Georgia State Board of Education Rule 160-5-1-.10). Board Policy JD, Student Discipline, outlines consequences for failure to comply with this law.

Definitions

Late Arrival – Any time a student arrives after the beginning of the instructional day.

- Late arrivals follow the same rules for excused and unexcused as listed below
- Late arrivals follow the same rules for documentation, but have different thresholds (see below)

Early Checkout – Any time a student leaves school before the end of the instructional day.

- Early Checkouts follow the same rules for excused and unexcused as listed below
- Early Checkouts follow the same rules for documentation, but have different thresholds (see below)

Tardy – Any time a student arrives after the beginning of a specific class period.

- Tardies will be handled at the school level with guidance from the principal

Excused Absences – A hold harmless absence that has been documented, and relates to one of the following circumstances in accordance with State Board of Education Rule 160-5-1.10 and Georgia State Code, O.C.G.A. 20-2-690.1:

- Personal illness or when attendance in school would be detrimental to the health of the student or others
- A serious illness in the student's immediate family necessitating absence from school^[1]
- A death in the student's family necessitating absence from school
- Observance of religious holidays necessitating absence from school
- Compliance with a court order or an order issued by a governmental agency mandating an absence from school
- Visitation with an immediate family member who is on leave from or is being deployed to military service

- Important family events/celebrations for an immediate family member (graduation, wedding, religious ceremony, etc.)
- Compliance with an order for a pre-induction physical examination for service in the armed forces
- An absence for registering to vote or participating as an active voter in a local, state, or federal election
- A verified interview for college admission or a documented college visit
- A specialized, supplemental, or extracurricular program/event
- Other absences pre-approved by the principal[2]

Unexcused Absence – Any absence not accompanied with a note or documentation or any absence that does not relate to the circumstances listed above is considered unexcused. The following non-exhaustive list includes examples of unexcused absences[3]:

- Bad weather
- Missing the school bus
- Car trouble
- Shopping
- Babysitting
- Oversleeping

In-School Suspension (ISS) – the removal of a student from his/her class for at least half of a school day by the principal or a designee and assignment to a location supervised by appropriate personnel in another room on the school premises.[4]

Out-of-School Suspension (OSS) – the removal of a student from his/her school for at least half of a school day by the principal or a designee and assignment to the student's home/residence.[5]

- Students who are assigned a suspension/expulsion for twenty (20) school days or less who are not participating in the alternative education program are permitted to make-up their work pursuant to the provisions of this policy.

Absences Recorded as Present:

- Per State Board of Education Rule 160-5-1-.10 and O.C.G.A. 20-2-692 & 20-2-292-2, students must be counted present under the following instances:
 - A student who is a Student Teen Election Participant (Maximum Two Days Per Year)
 - A student who is serving as a page in the Georgia General Assembly
 - A foster care student who attends court proceedings relating to the student's foster care
- Per Fulton County Schools, students must be counted as present under the following instances:
 - Students attending a school field trip or other school-sponsored event
 - Students participating in dual enrollment or virtual school classes[6]
- Students can substitute up to 5 absences per semester (a max of 10 per year) with a remote learning day by meeting the remote learning participation benchmarks (listed below). This would result in the student being counted as present for the day(s) they participate remotely.
 - For security reasons, students who are out of the country may not participate in remote learning.

Remote Learning Attendance:

Students must meet the following participation benchmarks[7] to receive credit for attending in a remote learning setting:

- Elementary School (Daily Attendance)

- Participation in synchronous RELA and Math instruction remotely,
 - or, participates asynchronously as defined by the teacher
- Middle & High School (Period Attendance)
 - Must participate in at least over half of the school day to be given credit for attendance
 - Participation in synchronous instruction remotely,
 - or, participates asynchronously as defined by the teacher

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

Students can be designated as Assigned Remote by the district based on guidance from state/local health officials if they need to be placed in medical quarantine. The Assigned Remote designation is an excused absence and does not require any documentation from the student. Students may participate remotely during an Assigned Remote designation.

For security reasons, students who are out of the country may not participate in remote learning. Refer to Policy IFBGA for more information.

Classroom/Lab Cell Phone Policy

CCA policy is aligned with the FCS District Code of Conduct Handbook Rule 18f.II

Prohibited Use of Personal Communication Devices (PCD) During School Day:

- Possession of Personal Communication Devices (PCD) (e.g., cell phones, tablets, recording devices) by a student at school during school hours is a privilege that will be forfeited if a student fails to abide by the Student Code of Conduct.
- In grades 6 through 12, the use of PCDs is not allowed during instructional time and will only be allowed when explicitly instructed to do so by a teacher or other school staff member.

Please Note: If a student violates this rule which leads to the student's personal communication device being confiscated by school personnel, it will only be released to the parent or guardian who must come to the school to personally retrieve the device.

Disaster Alerts

A signal has been devised to warn all persons of the following emergencies: fire, national alert and/or attack, severe weather, and natural disaster. These signals will be identified over the intercom on a regular basis throughout the year. Plans are posted in each room indicating proper routes and best areas to go in emergency situations. All students should familiarize themselves thoroughly with these procedures.

Discipline Policy

FSCCA students are expected to follow all rules contained in the Fulton County Student Code of Conduct & Discipline Handbook. This handbook outlines rules that must be followed at school, on school grounds; off school grounds at a school activity, function or event, going to and from school or other transportation provided by the District, at school bus stops; while in any vehicle used in connection with a school function or activity, or

while using the school technology resources. Please refer to the link below to access the Fulton County Student Code of Conduct & Discipline Handbook.

[https://go.boarddocs.com/ga/fcss/Board.nsf/files/CDXMZD5DA470/\\$file/2022%20-%202023%20Full%20Handbook%20CR_Final.pdf](https://go.boarddocs.com/ga/fcss/Board.nsf/files/CDXMZD5DA470/$file/2022%20-%202023%20Full%20Handbook%20CR_Final.pdf)

The Fulton Schools College and Career Academy uses the **Positive Behavior Interventions and Supports (PBIS) Model**. This is a school-wide discipline plan that encourages positive student interactions and specifically teaches appropriate behaviors based on our PBIS Matrix. Through the PBIS Model, students are recognized and rewarded for their positive choices.

PBIS Matrix

(RC)²

- Respectful
- Responsible
- Connected
- Community-Focused

RC2	Instructional Spaces	Common Areas	Field Trips
Respectful	Engage positively with peers and faculty	Use appropriate language, gestures, and interaction in the hallway	Follow instructions and requests made by chaperones and instructors
Responsible	Arrive to class daily, prepared with necessary materials, completed assignments and appropriate attire.	Take care of school and personal property	Arrive on time wearing professional attire
Connected	Engage with group members during projects	Collaborate appropriately with students in other pathways	Maintain positive interactions with employers and stakeholders
Community-Focused	Collaborate with teachers, speakers, and peer in a professional manner	Honor the personal space of others	Engage and follow the specified rules for the establishment being visited.

Students are expected to adhere to the following FSCCA policies:

- Follow District Policies as listed in the current FCS Student Code of Conduct Handbook
- Remain in the classroom and in their assigned seats/area until dismissed by the staff at the end of class
- Consume food or drinks in designated areas only

- Take care of personal business (restroom/and grooming) before class.
- Follow all staff directions, pay attention, and take part in class activities.
- Maintain professional behavior at all times
- Respect FSCCA property and the property of others
- Use cell phones only when granted permission by instructors
- Use professional language in our learning environment
- Collaborate positively with others

The FSCCA Disciplinary Cycle will be followed for minor student infractions. Please note the cycle below:

1st Infraction: Verbal warning

2nd Infraction: Verbal warning and loss of a classroom privilege

3rd Infraction: Student, parent, and teacher conference

4th Infraction: Student, parent and teacher conference with Academy administrator

5th Infraction: Possible withdrawal from the Academy

Parents will receive a Learning Acceleration Plan for any student who is not in good standing as it relates to ability, attitude, performance, and behavior.

FSCCA students are taught the PCCLI Framework. The framework serves as the basis for our student expectations in all school wide and professional settings.

FSCCA PCCLI FRAMEWORKS

At the Fulton Schools College and Career Academy...

Professionalism	<p>We believe that professionalism is:</p> <ul style="list-style-type: none"> ● Exemplifying a positive attitude in everything you do ● Being efficient ● Collaborating with stakeholders in a manner that represents CCA ● Dressing in a manner that represents career pathways presentably ● Confidently communicating thoughts and ideas
Character	<p>We believe that character is:</p> <ul style="list-style-type: none"> ● Demonstrating respect for all ● Being honest ● Displaying compassion ● Exhibiting dependability
Collaboration	<p>We believe that collaboration is:</p> <ul style="list-style-type: none"> ● Working together to achieve our mission ● Communicating between pathways ● Fostering relationships with industry professionals ● Creating and sharing new ideas ● Improving College & Career readiness through partnerships with stakeholders
Leadership	<p>We believe that leadership is:</p> <ul style="list-style-type: none"> ● Cultivating a fertile environment for developing leaders ● Establishing clear goals and expectations ● Being champions for opportunities ● Demonstrating a culture of inclusivity ● Modeling commitment and a spirit of excellence

Innovation	We believe that innovative is: <ul style="list-style-type: none">• Strategically integrating new ideas that improve current industry trends• Designing culturally relevant experiences• Taking risk for the betterment of the community• Aspiring to make real-world connections
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Dress Code Policy

FSCCA dress code is based on the industry standard of dress pertaining to your program of study. Appropriate dress is always expected in the classroom, is necessary to participate in lab activities, and will be strictly enforced to adhere to industry professional standards for the safety of the student. Dress codes for all labs will be outlined by the pathway teacher.

- At a minimum, students must cover midriff, and all undergarments must be covered. Sagging pants are not allowed and must be held up at the waist with an appropriate fitting belt.
- Students must adhere to the dress code policy established by the home high school, in addition to the industry and safety standards for their FSCCA program of study.

Driving Policy

Transportation to and from the home school is provided by FCS. Students who drive to their home school must have a completed driving contract signed by a parent/guardian and the FSCCA Coordinator stating they have permission to drive to and from the Academy. Students are not permitted to transport other students to and from their home schools. Driving contracts are in the Academy front office. Students who arrive late or need to leave early, must follow our check in/check out policy.

Field Trips

A student must obtain each of his/her home school teachers' signatures verifying a passing grade before being permitted to go on a field trip. Field trips will be marked as excused absences at the home school as well as the Academy. School attendance and/or discipline history may also affect participation.

Food Delivery

Students should not order food or be sent food from food delivery services such as Uber Eats, Door Dash, etc. Students who drive to campus, may bring their lunch but all food needs to be consumed by the start of class at 9:00 am or 12:30 pm.

Grading

The College and Career Academy is on a trimester system, NOT semester (accelerated model). Students must pass all 3 trimesters to be a *Pathway Completer* and students must have passing scores for the first two trimesters to sit for the End of Pathway Assessment in April.

Teachers conduct ongoing evaluations of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must accurately measure the level of attainment of standards and the learning objectives in the curriculum.

Teachers are expected to frequently report student progress using a variety of informal methods such as Infinite Campus progress reports, emails, and phone calls. Student progress is reported formally using progress reports and report cards. Progress reports provide a “snap-shot” in time at four, eight, and twelve weeks. Report cards are issued after the completion of 12 weeks for CTAE classes.

Conferences are scheduled as needed to discuss progress with parents. Teachers also regularly communicate with parents using such means as telephone calls, written notes, emails, and/or examples of student work.

The Academy will contact parents/guardians if a student is failing; experiences a significant decline in attendance or achievement; or demonstrates behaviors that are not in keeping with a positive learning environment. This contact must be made early enough for a student to have a reasonable amount of time to improve the grade before the next grading period.

Grading Policy

As mandated by the state, students earn numeric grades. Passing grades are 70 and above. A cumulative numeric average will be computed at the end of every trimester.

The CCA Grading Policy is aligned with the new FCS grading policy:
<http://go.boarddocs.com/ga/fcss/Board.nsf/goto?open&id=9P5P7P634454>

Grading Scale	A – 90 and Above B – 80-89 C – 70-79 F – 69 and below W – Withdrawn P/F - Pass or Fail NG - No Grade I - Incomplete CR - Credit NC - Non-Credit	
Grading Weights	<ul style="list-style-type: none"> • Major assessments are worth 55% of the semester grade <ul style="list-style-type: none"> ○ Minimum 3 major assignment required per 12 weeks • Minor assessments are worth 35% of the semester grade <ul style="list-style-type: none"> ○ Minimum 4 minor assignment required per 12 weeks • Practice assessments are worth 10% of the semester grade <ul style="list-style-type: none"> ○ Minimum 4 practice assignment required per 12 weeks 	<p>Majors – An assignment that is cumulative in nature, representing multiple standards and skills, or when significant amounts of instructional time has been devoted. Assignments in this category include tests and projects</p> <p>Minors – An assignment that measures mastery of a single skill or learning target. Assignments in this category include quizzes and daily lab activities</p> <p>Practice – An assignment that is intended to allow students to make mistakes as they practice skills recently learned in class. Assignments in this category include homework, exit tickets, and other classwork.</p>
Late Policy	<p>Late work if a student is NOT absent from class:</p> <ul style="list-style-type: none"> • Students who are present in class will be subject to a 25% penalty for 	<p>Note – Any test or quiz that is missed due to absence must be made up before the next major assessment.</p>

	<p>turning in an assignment after the due date</p> <p>Work submitted late due to an absence:</p> <ul style="list-style-type: none"> Students who are not able to turn in an assignment due to absence will have an equal number of days as they were out to turn in late assignments. 	<p>Important – After 1 week of an assignment being marked as late, it will then become “missing” and a 0 will be entered.</p>
Recovery Policy	<p>Students have 1 opportunity to recover their grade on any MAJOR assignment for which they made below a 75%. The maximum achieved through recovery is a 75%. Recovery on a major must occur before the next major assessment is assigned. If you score lower on a recovery opportunity than the original score, your original score will remain in the gradebook.</p>	<p>Many major assignments in this class will be project-based and graded from a rubric. To recover your grade, please refer to the teacher-provided feedback and discuss how to recover the assignment.</p> <p>In order to earn your recovery opportunity, students will need to speak with their teacher and complete work to learn the skills they did not master on the major assignment originally.</p> <p>The original score on any recovered assignment will be noted in the “comment” section of infinite campus.</p>
Specialized Group Reporting	<p>English learners, students with disabilities, and students with 504 plans will receive accommodations and/or modifications on all major and minor assessments and practice assignments as identified in their IEP, EL Strategy and Accommodation Plan, and/or 504 Accommodation plan. These plans are developed by designated teams and are based on individual student needs.</p>	<p>These supports will be reported through IEP Progress reports and parent/teacher conferences.</p>
Non-Academic Skills	<p>This year, each student will receive feedback in the 4 areas below:</p> <ul style="list-style-type: none"> Self-Direction – is the student on task during independent work time? Collaboration – is the student fulfilling their role during group work? Problem-Solving – does the student attempt to find solutions when they are stuck? Work Habits – Does the student consistently turn in work on time and submit work that reflects their best effort? 	<p>These skills have always been important for our Career, Technical, and Agricultural (CTAE) classes. Every CTAE class, regardless of content, shares the same Standard 1 – often referred to as “Employability Skills”</p>
Academic Integrity	<p>Cheating and plagiarism will not be tolerated in high school.</p>	<p>Cheating examples –</p> <ul style="list-style-type: none"> Sharing test, quiz, or HW answers or content to other students Taking pictures of tests or quizzes to share with other students

	<p>Incidences of cheating and/or plagiarism will have either an academic consequence or behavioral consequence as determined by the teacher in conjunction with administration. Continued occurrences of cheating and/or plagiarism will result in accelerated consequences including parent meetings, ISS, and OSS.</p>	<ul style="list-style-type: none"> • Putting name on entire paper, project, or assignment as your own when it is from another student or an internet source • Using Photo Math or similar apps for math problems <p>Plagiarism examples –</p> <ul style="list-style-type: none"> • Failing to properly cite evidence or material from an outside resource • Copy/pasting sentences or more from another source and claiming it as your own
Communication	<p>Beginning in the 4th week of the trimester, missing assignments will be reported weekly via email. I will fully update my gradebook before sending the missing assignments messages.</p>	<p>Please ensure that you have signed up for parent access to your student's grades in Infinite Campus. Grades are updated weekly in the gradebook, including any assignments that may not have been turned in on time. This is the most up-to-date and efficient way to see your student's progress in my class.</p>

- *CCA is on Trimesters and NOT Semesters. (Accelerated model)*
- *Students must pass all 3 Trimesters to be a Pathway Completer.*
- *Students must have passing scores for the first two trimesters to sit for the EOPA.*

Individuals with Disabilities

It is the practice of the Fulton County School System to provide instructional and related services appropriate to provide a free appropriate public education for individuals with documented disabilities. Individuals may contact FSCCA or the home school for information regarding such services.

FSCCA wishes to meet the needs of all our students and families. If any member of your family needs assistance or has any questions regarding mobility impaired issues or handicapped access, please contact our CTI Teacher, Ms. Vanessa Stanley at StanleyV@fultonschools.org.

Testing (End of Pathway Assessments)

Georgia, like many other career and technical education programs around the nation, has worked in recent years to establish a measurement mechanism to ascertain the level of technical skill attainment on behalf of its career pathway completers. Georgia's measurement process has been derived in direct response to the Perkins IV Legislation, specifically, Core Indicator 2S1 which mandates states to implement a valid and reliable assessment model linked directly to industry validated standards. Each pathway at the Academy will administer an End of Pathway Assessment in the third trimester.

End of Pathway Assessments (EOPAs) will be administered at the Academy during the window of April 10-21, 2023.

What It's All About

Trade and Industrial Education programs equip students with the knowledge, skills, and attitudes necessary for successful employment in the trade and industrial field and for further education.

Programs of instruction offered are Culinary Arts, Construction, Aviation, Audio-Video Technology and Film as well as Teaching as a Profession. Trade and Industrial Education programs include three major components:

1. Classroom/laboratory experiences, which enable students to develop technical and academic skills in laboratories that simulate the business or industrial work environment for the given area.
2. Concentrated skill development where students will be selected for Work-based learning and industry-based internships through our industry partners.
3. Participation in Career Technical Student Organizations that provide opportunities for students to participate in co-curricular activities and competitions that help them develop leadership, academic and industry skills to become better citizens. Skills USA and Family Career and Community Leaders of America (FCCLA) are two student organizations that we encourage our students to join.

This year, ProStart® will be added to the curriculum used in the Culinary Arts Pathway. ProStart is a career and technical education program that unites the foodservice industry and the classroom to teach high school students culinary skills and restaurant management principles, as well as employability skills such as communication, teamwork, professionalism and time management.

Student Organizations

The Career, Technical and Agricultural Education (CTAE) Division of the Georgia Department of Education is responsible for the career and leadership development of students in middle and high schools across the state. The CTAE department works with the eight Career Technical Student Organizations to enrich the curriculum in the CTAE Pathways. Many of these organizations are state chapters of national organizations that, with the aid of multiple corporate sponsors, have succeeded in developing effective programs to instruct and challenge students.

CTSO Core Values

- **Commitment** – To create among members, educators and business and industry an adherence and appreciation for all Career, Technical and Agricultural Education Programs.
- **Conviction** – To develop patriotism through knowledge of our nation’s heritage and practice of democracy.
- **Education** – To create enthusiasm and empower students to become lifelong learners.
- **Integrity** – To deal honestly and fairly with one another.
- **Leadership** – To develop leadership abilities through participation in educational, professional, community and social activities.
- **Professionalism** – To promote high standards in career ethics, workmanship, scholarship and safety.
- **Recognition** – Appreciation of the value of achievement.
- **Service** – To cultivate a desire to contribute to the benefit and welfare of others
- **Teamwork** – To enhance the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process.

Career and Technical Student Organizations are valuable tools for implementing technical and academic standards found in Georgia’s curriculum. CTSOs are co-curricular – not extracurricular. Although related to a particular career, extracurricular activities take place outside of the program of instruction. They are not part of a planned instructional program and are not incorporated into a lesson plan or curriculum. Co-curricular activities are incorporated into the instruction program and receive instructional time within the classroom. All students are encouraged to participate in the student organization which is a co-curricular part of the career and technical program of study.

FSCCA offers the following CTSO opportunities:

Skills USA Georgia

Skills USA members participate in local, state, and national activities provided through trade and industrial, technical, and health occupations courses and programs. The mission of Skills USA is to develop leadership skills and workplace competencies that students will need to success in a constantly changing global workplace. The organization provides many opportunities for leadership development and skills training. Competition in over 70 leaderships, health occupations, occupationally related, and trade, industrial, and technical contests is offered at the region and state levels, culminating with the Skills USA Championships.
Annual Membership Dues: \$20.00/ per student.

FCCLA

Family, Career, and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its central focus. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.
Annual Membership Dues: \$20.00/per student.

Courses offered at the Academy

Audio-Video Technology and Film

Instructor: Kya Marrero Marrero@fultonschools.org

Audio and Visual Technology and Film: Course Number 10.51810

This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) 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 Audio & Video Technology & Film I will be utilized in subsequent courses. The pre-requisite for this course is advisor approval.

Audio Visual Technology and Film I: Course Number 10.51910

This course is the second in a series of three that prepares students for a career in Audio Video Technology and Film 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 and Technology Student Association (TSA) 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. The prerequisite for this course is Audio and Visual Technology and Film.

Audio Visual Technology and Film II: Course Number 10.52010

This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA and Technology Student Association (TSA) 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. The prerequisite for this course is Audio Visual Technology and Film I.

Animation and Digital Media

Instructor: Debra Robinson Robinsondj@fultonschools.org

Introduction to Digital Media: Course Number: 48.42100

Students in the Introduction of Digital Media course will learn the basic components of 2-D and 3D animation development from storyboarding elements to fundamental software capabilities. The course serves as an introduction to the animation history, keyboarding shortcuts, project filing, and career awareness. Instruction in this course focuses on storyboard creation, the physics and anatomy of motion, technology of animation, properties and use of color, cameras and lighting, fundamentals of modeling and animating, creating a portfolio and file management. This course provides a structure for digital literacy as well as development of technical knowledge and intellectual skills for analytical thinking; in addition, students will work productively and responsibly in individual and collaborative settings. This introductory pathway course of three sequenced courses will give students the opportunity to earn an industry credential in animation. No prerequisite for this course.

Principles and Concepts of Animation: Course Number: 48.42200

In Principles and Concepts of Animation, students will continue to develop and implement aesthetics of color selection, storyboarding in 2-D digital animation, and develop animatic creations from 2-D to 3-D. Students in this course will learn interface tools, the use of drawing tools, animating the camera, importing images from web sources and files, working with sound and lip syncing, understanding paths and motion design, and frame by frame animation creation relative to sequence planning and pacing. This course will allow students to explore more advanced aspects of character animation including subtle character gesture and advanced action timing with emphasis on personal observation. The course will allow students to develop an understanding of basic sound considerations such as lip syncing, voice-overs, and the synchronization of sound with the visual product. This course will allow students to build on previously learned storyboarding skills, develop scripts, determine character motivations, consider setting and motion variables, and learn other unique traits of animation through integrated activities. *Prerequisite(s): Introduction to Digital Media*

Advanced Animation, Game and APP Design: Course Number: 48.42300

In this course students will continue working in 2-D and 3-D environments by importing 3-D models while working in 3-D space morphing, and inverse kinematics. While learning the basics of Game and APP design, the students will acquire knowledge of human and animal animations, apply the aesthetic and technical aspects of animation of characters, and analyze the physics and physicalization of action, weight, and timing. The course advances students' knowledge of sound integration into animated products; by focusing on skills that include lip-syncing, voice overs, and synchronization. Portfolio development will include animation reels and other products. Students will learn the processes of post-production and will work both independently and in small production teams to manage the production pipeline for a 3-D project. In the final phases of the project completion, students will work collaboratively to meet deadlines and will be expected to produce an animated final project that reflects competency with editing, rendering, updating reel, and self-promotional support items. Students may also develop a working game or app as a final project. Through the exploration of projects, students will continue to work independently and collaboratively to develop content delivery, story and technical mastery. The prerequisite for this course is Principles and Concepts of Animation.

Unmanned Aircraft Systems

Instructor:

Fundamentals of Aerospace: Course Number 47.46000

This course is designed as the foundational course for both the Aviation Maintenance and the Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history and regulations, the basic principles of flight, aerospace careers, and factors influencing work systems, aerospace technologies, and basic aviation meteorology. These concepts can later be applied to various aerospace occupations. Classroom and lab activities will assure students a thorough understanding of the aerospace environment. The pre-requisite for this course is advisor approval.

Flight Operations I: Course Number 47.48800

Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations. The prerequisite for this course is Fundamentals of Aerospace.

Unmanned Aircraft Systems: Course Number 47.48910

This course provides a foundation to prepare a student to earn a commercial license to pilot an unmanned aircraft system. Topics discussed include weather and effects of weather on an unmanned aircraft; types and uses of unmanned aircraft; pre-flight planning and checks; FAA requirements; technology and remote instrumentation; radio communications, plus much more. Students will have an opportunity to earn their remote pilot license by taking and successfully passing the FAA Part 107 Exam. Course Standard

Culinary Arts

Instructor: Kimberly Rutherford RutherfordK@fultonschools.org
Genia Williams Williamsgp@fultonschools.org

Introduction to Culinary Arts: Course Number 20.53100

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. The pre-requisite for this course is advisor approval.

Culinary Arts I: Course Number 20.53210

As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

Culinary Arts II: Course Number 20.53310

As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

Construction

Instructor: Raymond Richards RichardsR@fultonschools.org

Industry Fundamentals and Occupational Safety: Course Number 46.54500

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pre-requisite for this course is advisor approval.

Introduction to Construction: Course Number 46.54600

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

Carpentry I: Course Number 46.55000

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsman.

Teaching as a Profession

Instructor: Alicia Darian Dariana@fultonschools.org

Examining the Teaching Profession: Course Number 13.01100

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. The prerequisite for this course is advisor approval.

Contemporary Issues in Education: Course Number 13.01200

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project-based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.) The prerequisite for this course is Examining the Teaching Profession.

Teaching as a Profession Internship: Course Number 13.52100

The internship offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students and practice professionalism and ethical behavior. The prerequisite for this course is Contemporary Issues in Education.



Fulton Schools
College and Career
Academy

STUDENT HANDBOOK CONTRACT

For the parent/guardian:

I have read the expectations for the Fulton Schools College and Career Academy students as printed in the Fulton Schools College and Career Academy Student Handbook and agree to do my part to ensure that my student abides by the expectations stated therein. I understand that the guidelines are in place to assist my student in becoming the most successful individual possible.

For the student:

I have read the expectations for students as printed in the Fulton Schools College and Career Academy Student Handbook and agree to do my part to ensure that I abide by the expectations stated therein. I understand the guidelines are in place to assist me in becoming the most successful student I can become, and I agree to dedicate myself to that goal by participating appropriately in all the areas defined in the Student Handbook. I also understand that this signed statement indicates my understanding of these expectations for the entire school year.

***Failure to comply with the Academy expectations may result in withdrawal from the program.**

Print Student Name

Print Parent Name

Student Signature

Parent/Guardian Signature

Date:

Date:

Pathway: _____

PARENT PERMISSION FOR STUDENT MEDIA RELEASE

I grant permission for my child to participate in publicity efforts related to the Fulton Schools College and Career Academy while in the pathway that my child has selected. I understand that my child may be photographed or videotaped and that these images and videos may be released to the news media to promote his/her accomplishment and/or used for general Fulton County Schools' publicity activities. These activities include but are not limited to news releases, newsletters, calendars, brochures, school system cable programming and/or promotional videos, business partner and company promotion and marketing materials and the Internet pages of the school system or local schools.

Parent/Guardian Signature

Date

