Fulton Schools College and Career Academy
Student Handbook
2023-2024
2023-2024
Academy Staff

Coordinator
Ms. Tonya Eaton

Administrative Assistant
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
Dr. Shannon Flounnory – Aviation Instructor
Ms. Bobbi Livingston – Aviation Instructor
Mr. Raymond Richards – Carpentry Instructor
Ms. Kya Marrero – AVTF Instructor
Ms. Debra Robinson- Animation & Digital Media 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
9:00 am-11:00am - Morning instructional session
11:00am-11:05 Students report to buses to travel back to home schools

P.M. Session
12:00noon – 12:30 p.m. Students arrive at FSCCA & eat lunch
12:30 pm-2:30 pm- Afternoon instructional session
2:30 pm- Students report to buses to travel back to home schools

Trimester Schedule

1st Trimester - August 7th – November 1st
2nd Trimester- November 2nd - February 16th
3rd Trimester- February 21st - May 23rd

Semester Schedule

Semester 1: August 7th -December 15th
Semester 2: January 3rd -May 23rd

Progress Reporting dates for CTAE Classes:

Trimester 1: FSCCA Progress Reports- Week of: August 21st; September 18th; October 2nd
   End of Term 1 Final Grade Issued-November 1st

Trimester 2: FSCCA Progress Reports- Week of November 27th, December 11th; January 22nd
   End of Term 2 Final Grade Issued- February 16th

Trimester 3: FSCCA Progress Reports- Week of February 5th, February 26th, March 18th; April 8th;
   April 22
   End of Term 3 Final Grade Issued-May 23rd
Attendance

Due to the accelerated and compacted curriculum we offer, students are expected to attend the Academy each day they are scheduled. The Academy attendance policy is in alignment with FCS Board Policy (please note policy below).  https://go.boarddocs.com/ga/fcss/Board.nsf/goto?open&id=9P5P7P634454#

Board Policy
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

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.

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

- 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.

Classroom/Lab Cell Phone Policy

Per FSCCA Policy, students can possess electronic devices on a limited basis as specified by pathway instructor. Once students enter a classroom or lab, all electronic devices should be secured out of sight, unless teacher allows usage for instructional purposes. Failure to do so will result in the following actions:

- First Offense: Verbal warning issued by instructor.
- Second Offense: Written warning issued by instructor. Student will put device in a designated area until the end of class.
- Third and Subsequent Offenses: Student will give device to administration. Parent conference is scheduled with instructor and student. Parent will pick up the device at the conference.

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.

2023-2024 Fulton County Schools Student Code of Conduct
Student Discipline / Department Overview (fultonschools.org)
As a student in the Fulton Schools College and Career Academy...

<table>
<thead>
<tr>
<th>Framework</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>We believe in carrying ourselves in a manner that conveys class and sophistication in both dress, attitude, and work output. We believe in being prepared, having job-related competence, and effectively communicating with the utmost etiquette and care for all people always. We do not believe in finding reasons to complain or criticize but rather collectively commit to being timely with our job-related responsibilities, solution-oriented, and consistent in our commitment to flexibility and an openness to change.</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>We believe that character is about being loyal to our convictions by demonstrating openness, courtesy, reliability, thoughtfulness, consideration, and respectfulness of one’s self and others. As future professionals, we believe that the best display of ethical behavior is not in the words we use but in the actions we choose. We will be steadfast in modeling high quality etiquette in our communication and transactions while pursuing relationships/partnerships that are based on strengthened principles that pursue the good of all that we serve.</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>We believe that as professionals in the Academy we are made better by every individual’s thoughts, feelings, and ideas. We will work as a team cohesively to produce the highest and best collaborative outcomes. We recognize that our commitment in the collaborative process is not limited to our building but expands to schools, communities, and businesses that work with our Academy.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>We believe that as we are being groomed as leaders, we must first model leadership qualities inside and outside of the classroom. We believe that leaders are not defined by job title but by their passion and consistency in showing creativity, initiative, responsibility, focus, decisiveness, and confidence. We are dedicated to being persistent in formulating effective solutions and strategies with a keen resourcefulness and enterprising perspective.</td>
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<tr>
<td><strong>Innovation</strong></td>
<td>We believe that we are innovative minds, intuitive listeners, and intuitive thinkers that solve problems that are not yet realized and craft ideas that have not yet been discovered. As students in this Academy, we recognize our unique opportunity to cultivate innovators, and it is with this knowledge that we commit ourselves to continuous growth and exposure to develop our inventiveness and eye for ingenuity. We will seek challenges, embrace new ideas, take risks, increase our pacing, and produce more than is expected.</td>
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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  
- Respect  
- Connection  
- Responsibility  
- Community

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:

1\textsuperscript{st} Infraction: Verbal warning  
2\textsuperscript{nd} Infraction: Verbal warning and loss of a classroom privilege  
3\textsuperscript{rd} Infraction: Student, parent, and teacher conference  
4\textsuperscript{th} Infraction: Student, parent and teacher conference with Academy administrator  
5\textsuperscript{th} Infraction: Removal 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.

**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**

Students 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 to the homeschool. Reasons include but are not limited to Work Based Learning jobs, CTSO meetings, homeschool after-school activities and any other school-related event that may require a student driving themselves to the Academy. Students are not permitted to transport other students to and from their home schools unless both students have written consent from parents. Driving contracts are in the front office. Once the completed is approved, the student will receive a parking sticker that must be prominently displayed in the left corner of the windshield.

**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. Failure to follow this procedure could result in disciplinary action. Poor school attendance and/or discipline history may also affect participation.

**Grading**

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.

Fulton County Schools operate on a semester system with two semesters making up the regular academic year. However, the Fulton Schools College and Career Academy will follow a trimester calendar as outlined on the first page of this handbook.

Teachers are expected to frequently report student progress using a variety of informal methods such as class progress reports, emails, and phone calls. Student progress is reported formally using Interim Reports and Report Cards. Interim 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 performing at a C level or below; 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.

The Academy grading policy is in alignment with FCS Board Policy (please note policy below).
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.
For more information regarding FCS High School Grading Policy, go to: Grading and Reporting Policy IHA (sharepoint.com)

**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 8-19, 2024.**
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, Carpentry, Unmanned Aircraft Systems (UAS), 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 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 succeed 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: $25.00/ 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: $25.00/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 (UAS)

Instructor: Dr. Shannon Flounnory & Ms. Bobbi Livingston

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.

Flight Operations II: Course Number 47.48900
Atmospheric dynamics and concepts are addressed to build a meteorological foundation that will enable students to understand environmental variables that create and change the earth’s weather. Meteorological techniques will be used in analyzing, charting, and forecasting weather patterns, and students will apply learned skills to the aeronautical needs and procedures of the air transportation industry. The prerequisite for this course is Flight Operations I.
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.
Carpentry

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.
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

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