



ATHENS COMMUNITY
**CAREER
ACADEMY**

★ **Est. 2011** ★

STUDENT/ PARENT HANDBOOK 2020-21

Main Office: 706-357-5244
440-1 Dearing Ext. Athens, GA 30606
Website: www.clarke.k12.ga.us/acca

Welcome letter from CEO

Welcome to the Athens Community Career Academy aka the ACCA!

Our Career Academy has been established on the strong belief that all students in the Clarke County School District can graduate high school, college and career ready. Our goal is to prepare our students to meet our local and regional workforce needs through Service, Employability Skills, Academic Excellence, and Leadership. By combining career-focused technical skills education, core academic excellence, and external internship opportunities, we create a learning process that is challenging, enjoyable, rewarding, and meaningful.

The purpose of the Student/ Parent Handbook is to give Athens Community Career Academy students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our program. This handbook is prepared with the belief that all students, when provided with the correct information, are capable of making sound judgments relating to the interests of themselves, others, and the school. Students and their parents are expected to take an active role in our program. It is through participation in activities that individuals gain feelings of satisfaction and ownership. As parents, encourage your student to assume responsibility for maintaining an environment where they can get the most out of education. Their behavior should reflect respect for themselves, other people, and property. Encourage them to take pride in our program and the work that they are doing. They, just like you, play a key role in establishing our program's reputation and in maintaining its high standards.

Our program policies and procedures are reviewed annually and are subject to modifications. New or modified policies will generally supersede the provisions found in the Handbook. The Handbook is not a contract between the school and the parents or students. It can be amended at any time at the discretion of the ACCA Governance Board. If the Board revises the Handbook during the school year, the campus administration will make all necessary attempts to communicate those changes to parents and students. The campus administration may impose rules in addition to those found in the Student Code of Conduct and/or Student/Parent Handbook. These will be relayed to parents and students in written form. Please review all pertinent information with your child.

Dr. Anita Lumpkin-Barnett, Interim CEO

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Staff Directory

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About Athens Community Career Academy

The Athens Community Career Academy offers a unique and innovative experience to all CCSD high school students interested in exploring post-secondary endeavors. ACCA was named Georgia's College and Career Academy of the Year in 2014. The ACCA is a partnership between the Clarke County School District, Athens Technical College, and the University of Georgia. Here, students have the opportunity to take core academic college courses, enroll in career-themed college certification programs, and participate in unique internships.

Mission

The mission of the Athens Community Career Academy is to provide expansive opportunities for students to achieve educational and career goals while meeting local and regional workforce needs.

Vision

The Athens Community Career Academy (ACCA) will transform the Athens community into a career-focused learning environment for students in grades 9-12. Clarke County School District's (CCSD's) three high school campuses, Athens Technical College, University of Georgia, and local businesses will provide venues for student learning. In addition, local businesses will be involved in curriculum development based on actual workforce needs. The ACCA seeks to become an innovative learning center focused on community engagement and business partnerships for the mutual benefit of students and the regional economy.

History of the Campus

The H.T. Edwards building where the Athens Community Career Academy is located, originally opened in 1956. At that time the school was called Athens High and Industrial School. During that time, schools were not yet integrated into Athens-Clarke County and "training" and "industrial" were often part of the names of black schools. Athens High and Industrial School was the first black public secondary school to be accredited in the state of Georgia. In 1964, with the approval of the Clarke County Board of Education, Athens High and Industrial School was renamed Burney-Harris High School. After Athens High School (all white school) and Burney-Harris (all black school) merged to become Clarke Central High School in 1970, Burney-Harris-Lyons Middle School moved into the old Burney-Harris High School where it remained until 1995. After Burney-Harris moved locations to Tallassee Rd., the building remained vacant until 2006 when the community came together to begin forming the idea for the Athens Community Career Academy, which opened in 2011.

Governance Board

The Athens Community Career Academy Governing Board is made up primarily of business and industry leaders, but also educators, career professionals, and parents, all working towards ensuring that the goals, values, and vision of the Career Academy are upheld. Each board member brings a variety of skills, knowledge, and experience to the table, ultimately committing themselves to ensure that the integration of academic and career-focused educational programming is offered at the Career Academy and that students are adequately being served.

Executive Committee

CJ Amason, Board Chair, Foundation for Excellence in Public Education in Clarke County, Georgia

Christy Terrell, Board Vice-Chair, Georgia Power Company,

Dr. Anita Lumpkin-Barnett, Interim CEO, Athens Community Career Academy

Board Members

Patricia Barron, Athens-Clarke County Government

David Bradley, Athens Area Chamber of Commerce

Elaine Cook, Piedmont Athens Regional

Paul Cramer, The Classic Center

Peter Dale, Chef / Restaurateur

David Matheny, Armentrout, Matheny, Thurmond

Alison McCullick, University of Georgia

Emily Michelbach, Carrier Transicold

Sheila Neely Norman, Retired Educator

Brad Thompson, ABB Motors & Mechanical Inc.

Standing Members

Dr. Xernona Thomas, Interim Superintendent, Clarke County School District

Dr. Andrea Daniel, President, Athens Technical College

Dr. Swade Huff, Principal, Clarke Central High School

Dr. Amanda Gorham, Principal, Classic City High School

Mr. Antonio Derricotte, Principal, Cedar Shoals High School

We welcome guests to our meetings

All Governance Board Meetings are open to the public. Meeting dates can be found on our website.

Distance Learning Schedule (Monday-Thursday)

1st Period	8:50 - 9:50 am
2nd Period	10:00 - 11:00 am
Lunch	11:00 - 12:15 pm
3rd Period	12:15 - 1:15 pm
4th Period	1:25 - 2:25 pm
Study Hall/Advisement (Wed.)	2:35 - 3:25 pm

Tenets of the Athens Community Career Academy

The faculty and staff at the Career Academy are dedicated to ensuring that students leave our program college and career ready. We will set the example for each student and provide numerous opportunities for students to develop, but at the end of the day, it is up to the student to SEAL the deal.

SEAL

Service

I will contribute to my community through civic engagement.

Employability Skills

I will strive to develop myself personally and professionally.

Academic Excellence

I will take ownership of my intellectual journey.

Leadership

I will exhibit positive behavior and integrity at all times.

All students are expected to know the tenets of the Athens Community Career Academy and should be able to recite them if called upon.

Admissions

There are numerous pathways available for students at the Athens Community Career Academy.

College Pathways:	High School Pathways:
<ul style="list-style-type: none">✓ Cosmetology- Shampoo Technician✓ Criminal Justice Technology- Criminal Justice Fundamentals✓ Early Childhood Care and Education- Early Childhood Care & Education Basics✓ Emergency Medical Technician- Emergency Medical Responder✓ Business Management - Entrepreneurship✓ Engineering Technology and Applied Science- Engineering Technology Basics	<ul style="list-style-type: none">✓ Advanced Manufacturing & Welding✓ Audio/Video Film & Technology✓ Culinary Arts✓ Teaching as a Profession✓ Therapeutic Services/Patient Care

In order to be admitted to **college-level courses**, students must meet the following requirements.

- Complete a minimum of (6) Carnegie units of course credit with a 2.0 high school GPA
- Commit to taking the required 3-4 courses to earn a minimum of a Technical Certificate of Credit (TCC)
- Achieve the entrance assessment score requirements of:
 - ACCUPLACER exam with a minimum score of (60) in Writing, (55) in Reading, (34) in Arithmetic, OR
 - ACT exam with a minimum score of (12) in English, (13) in Reading, and (17) in Math, OR
 - SAT exam with a minimum score of (24) in Verbal/Critical Reading and (22) in Math
 - PSAT exam with a minimum score of (23) in Reading, (24) in Writing/Language, and (22) in Math.

*Rising juniors and seniors can waive the testing requirement IF they have a HOPE GPA of 2.6 at the time they apply.

In order to be admitted to **high school-level courses**, students must meet the following requirements.

- Complete a minimum of (6) Carnegie units of course credit with a 2.0 high school GPA
- Commit to taking the required 3 courses to complete the high school level career pathway

Course Withdrawals

For high school-level courses, students will be expected to follow the course withdrawal policy set by the Clarke County School District.

Students who are enrolled in college courses are able to request a withdrawal from their college course with approval from the Counselor and a Parent/Guardian. Students should monitor the number of courses from which they have withdrawn. Students who withdraw from or fail two dual enrollment courses will lose dual enrollment funding for future terms. In order to receive funding for college courses, students are expected to successfully complete 66.6% of their coursework attempted for that semester. A student who fails to meet this requirement will no longer be eligible for college-level courses.

The U.S. Department of Education requires institutions of higher learning to establish standards of satisfactory academic progress (SAP) for students receiving financial aid. The SAP policy must include both a qualitative measure (cumulative grade point average), a quantitative measure (percentage of coursework successfully completed), and a maximum period for program completion. The qualitative and quantitative measures are defined as:

Qualitative — Students must maintain a cumulative grade point average of at least 2.0 (C) on a 4.0 scale.

Quantitative — Students must successfully complete two-thirds (66.6 percent) of all semester hours attempted to remain eligible for financial aid.

Students also must show completion rates that allow them to complete their programs of study in no more than 150 percent of the time normally required to do so (as determined by the college catalog).

Successful grades include A, A*, B, B*, C, C*, and D. Unsuccessful grades include D*, F, F*, I, IP, W, WF, WF*, and WP (see Grading System).

Successful completion of learning support classes requires a C or higher. Students enrolled in programs of study of more than two academic years must have GPAs of at least a 2.0.

Failure to maintain satisfactory academic progress will result in the loss of all financial aid. The SAP policy applies to all students, regardless of whether they have previously received aid.

The Financial Aid Office will notify students through their @student.athenstech.edu email accounts if they fail to make satisfactory academic progress for any term.

Financial Aid Warning and Exclusion

The Financial Aid Office initially places students on financial aid warning if they do not maintain Satisfactory Academic Progress as described in the preceding section. Students will continue to receive financial aid benefits while on financial aid warning. Students placed on financial aid warning have one semester to meet satisfactory academic progress standards or the Financial Aid Office will place them on financial aid exclusion. Students on exclusion are not eligible to

receive financial aid until they again meet the Satisfactory Academic Progress Standards or file a successful appeal.

Appeals

Students placed on financial aid exclusion may appeal the denial of financial aid if extenuating circumstances are present. Students submit appeal forms to the Financial Aid Office explaining the circumstances, how these circumstances have changed, and their plans to maintain satisfactory academic progress if the appeals are approved. This form is available in the Financial Aid Office on the Athens Campus(?) and in the administrative office at the Elbert County, Greene County, and Walton County campuses. A committee of faculty and staff reviews all financial aid appeals. Students who are successful in appealing their financial aid exclusion will be placed on financial aid probation and may be required to meet all requirements of an academic plan. During this probation period, they will be eligible to receive financial aid benefits. Students on financial aid probation must be making satisfactory academic progress at the end of the term for which the appeals committee approved the appeal and/or meeting requirements of the academic plan. Otherwise, the Financial Aid staff will again place students on financial aid exclusion. They will not be eligible to appeal the resulting financial aid exclusion. Students who are not successful in appealing their financial aid exclusion are not eligible to submit another appeal; all appeals are final.

Enrollment

Students who attend the Career Academy are required to enroll in at least one of the offered career pathways. Students must take courses in that specific pathway with goals of finishing all required coursework. *For college courses, students can take no more than 15 credit hours per semester.*

Students are eligible to re-enroll at the Career Academy until they graduate high school. In order to re-enroll for an additional year at the Career Academy students must meet the following requirements:

	Academic	Attendance
If	<p>The student has failed one or more courses</p> <p>OR</p> <p>Students do not meet dual enrollment funding requirements</p>	<p>Students with excessive unexcused class period absences, who, after meeting with the Counselor/Social Worker do not improve their attendance, will be required to have a scheduled meeting with their parent(s)/guardian(s) and an administrator. The administrator may then require that student be withdrawn from the Career Academy and returned to their home high school full time.</p>
Then	<ol style="list-style-type: none"> 1. The student will have a meeting with ACCA Counselor/Administrator to discuss performance 2. Students will be recommended for full-time enrollment at the home 	<ol style="list-style-type: none"> 1. The student will have a meeting with ACCA Counselor/Administrator to discuss attendance 2. Students will be recommended for

	<p>high school.</p> <p>a. The student has the option of appealing the decision by developing an improvement plan in collaboration with their Adviser and Counselor. The plan will then be reviewed by the Leadership Team and a final decision will be made.</p>	<p>full-time enrollment at the home high school.</p> <p>a. The student has the option of appealing the decision by developing an improvement plan for the following school year in collaboration with their Adviser and Counselor. The plan will then be reviewed by the Leadership Team and a final decision will be made.</p>
If	If the student has failed one or more courses or does not meet dual enrollment funding requirements and has missed more than 15 unexcused class periods in a school year	
Then	Students will not be allowed to enroll at the Career Academy the following school year.	

Academies within our Academy

The Athens Community Career Academy team is delighted to bring to our Career Academy five exploratory Academies. We have worked with principals, teachers, students, as well as partners from local businesses, community organizations, and post-secondary institutions to build the framework for our Academies within the Academy model.

What is an Academy?

Academies provide students with access to smaller learning communities that provide real-world experiences with local businesses and community members. Our Academies connect learning from the classroom to real-world experiences in the workplace. Each of our Academies houses several career pathways of which students can take advantage. Each pathway has three to five courses that students complete that will prepare them for work in several career areas. These courses also meet Georgia’s high school graduation requirements.

The Athens Community Career Academy has 5 Academies:

- ❖ Business & Law Academy
- ❖ STEM Academy
- ❖ Future Educators Academy
- ❖ Health & Human Services Academy
- ❖ Hospitality & Tourism Academy

How does it work?

During the application process to the Career Academy, students indicate a particular pathway of interest that they would like to pursue. A pathway is a sequence of courses focused on a specific career area, developed to help students connect their coursework in high school with college and career opportunities after graduation. Pathways also allow students to discover their interests and passions in a range of career fields.

After choosing a pathway and being accepted into our program, students will be assigned into one of our five Academies. Each Academy hosts individualized orientation sessions for students and parents, introducing them to the staff, to career opportunities, and to the program of study for each Academy. Students in each Academy have opportunities to earn college credits, participate in various apprenticeships, and earn certifications at the completion of their pathway.

What do our Academies Offer?

- Personalized learning environments
- Peer support through small class sizes and cohort model
- Project-based learning opportunities that allow students to solve real-world problems for authentic learning
- Partnerships with businesses to provide students with opportunities to become apprentices, interns, and sometimes employees
- Intentional focus on 21st-century skills that students need to succeed once they are graduated from high school
- Culture of 4 C's- critical thinking, collaboration, civic engagement, career-focused mindset
- Holistic preparation for success in college or in a career

Academy	Pathways	Color
Business & Law Academy	<ul style="list-style-type: none"> ● Criminal Justice Fundamentals ● Entrepreneurship 	Green
STEM Academy	<ul style="list-style-type: none"> ● Advanced Manufacturing & Welding ● Audio/Video Film & Technology ● Engineering Technology 	Purple
Future Educators Academy	<ul style="list-style-type: none"> ● Early Childhood Education ● Teaching as a Profession 	Orange
Health & Human Services Academy	<ul style="list-style-type: none"> ● Cosmetology ● Emergency Medical Responder ● Therapeutic Services/Patient Care 	Blue
Hospitality Academy	<ul style="list-style-type: none"> ● Culinary Arts 	Red

Attendance

In accordance with Georgia law and Clarke County School District Board of Education policy, students are required to be in school each day of the school year and be in class **on time**. The State of Georgia considers a student truant if he or she has six or more unexcused absences. As a student enrolled at Athens Community Career Academy (ACCA), we expect you to be in school each day prepared and ready to learn. Students who miss six or more days of school are subject to Clarke County School District and ACCA disciplinary policies and procedures. The Georgia Department of Education defines the following as excused absences upon submission of appropriate documentation:

1. Personal illness or when attendance in school endangers the students' health or the health of others
2. A serious illness or death in a student's immediate family necessitating absence from school
3. A court order or an order by a government agency, including pre induction physical examinations, service in the armed forces mandating absence from school
4. The observation of religious holidays, necessitating absence from school
5. Conditions rendering attendance impossible or hazardous to student health or safety
6. Registering to vote or voting in a public election, which shall not exceed one day
7. A student whose parent or legal guardian is in military service in the armed forces of the United States, or in the National Guard, when such parent or legal guardian has been called to duty or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.
8. Students who are at least 12 years of age and who are serving as pages of the Georgia General Assembly shall be credited as present by the school in which they are enrolled for days missed from school for this purpose.

Please refer to the Code of Student Conduct for additional information on student attendance.

ACCA Site-Specific Attendance Procedures

1. All students are expected to be in school and on time each school day.
2. A student who is absent from school for an entire day, or one or more class periods, must bring a signed note from his/her parent(s) or guardian(s) explaining the reason for the absence.
3. Students who are tardy to school and/or to class are required to sign-in at the front entrance before proceeding to class. Students who are tardy to school and/or class are subject to administrative action.
4. "Automatic daily alerts" telephone calls are sent to the parents/guardians of students who are absent from school.
5. A warning letter will be mailed to the parent/guardian of a student with five unexcused class absences.
6. Students with excessive unexcused class period absences, who, after meeting with the Counselor/Social Worker do not improve their attendance, will be required to have a

scheduled meeting with their parent(s)/guardian(s) and an administrator. The administrator may then require that student be withdrawn from the Career Academy and returned to their home high school full time.

The ACCA Attendance Committee will meet monthly and monitor the implementation of the policy.

Student Identification

Just as a driver's license authorizes driving a vehicle, a student ID card authorizes a student to be on campus. EVERY student must visibly wear their ID cards at all times while on the Career Academy campus. All Career Academy students will be given a student identification card at the beginning of the school year. This card allows us to keep all students safe while on our campus and also serves as an identifier in case of an emergency.

Emergency Procedures: Fire and Tornado Drills

Fire and tornado drills are conducted on a monthly basis as required by Georgia law. During a fire drill, students, faculty & staff, and all visitors are required to exit the school building to designated locations. If an assigned exit is blocked, evacuees are to follow the instructions of the designated teacher. Students are required to remain together in their designated locations during the fire drill and the all-clear signal is announced.

During a tornado drill, students are to walk quietly to designated locations and follow their teacher's directions

Discipline: Please review the Code of Student Conduct at the following links:

[Code of Conduct Student English](#)

[Code of Conduct Student Spanish](#)

Athens Community Career Academy follows the district's Code of Student Conduct. Parents and students are encouraged to read and review the Code of Student Conduct. to become familiar with the prohibitive behaviors and with the expectations we hold for our students. As stated in the introduction to the Code of Student Conduct, a primary goal of the Code of Student Conduct is to reach the community goal of keeping students safe, in school, and flourishing. The Code of Student Conduct is grounded on the principles of progressive discipline which the Board of Education intends to mean that "interventions and resources become more and more serious if student misbehaviors continue." In addition to progressive discipline, the Board of Education is committed to the principles of restorative practices that are intended to repair the harm caused by misbehavior. This is accomplished by discovering facts relative to the incident as well as what harm was caused, and by determining appropriate actions to right the wrong. We will also identify what measures must be taken to avoid future problems. At ACCA, we want to maximize student success and encourage all our students to become familiar with the Code of Student Conduct and act responsibly.

The 2020-2021 Code of Student Conduct contains forty-four prohibitive behaviors which are not permitted in Clarke County schools and, consequently, at Athens Community Career Academy. The forty-four prohibitive behaviors are organized into a matrix that serves as a guideline to assist principals and other school administrators in the determination of the severity of the

offense and the corresponding range of administrative actions a principal or other administrator can make in administering a consequence. Some of the more common prohibitive behaviors include:

Battery- Intentional touching or striking of another person to intentionally cause offense or bodily harm. (Note: The key difference between battery and fighting is that fighting involves mutual participation.) (Offense #3 in Code of Student Conduct, 2020-2021.)

Bullying - A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property (cyberbullying), on school vehicles, at designated school bus stops, or at school-related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm. (Offense #29 in Code of Student Conduct, 2020-2021.)

Other - Attendance Related - Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, failure to comply with disciplinary sanctions or failure to comply with compulsory attendance as required under O.C.G.A. § 20-2-690.1. The State of Georgia considers a student truant if they have 6 or more unexcused absences. Also, see Policy JB on Attendance for more specific information. (Includes disruptive behaviors on school buses.) (Offense #30 in Code of Student Conduct, 2020-2021.)

Fighting - Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.) (Offense #8 in Code of Student Conduct, 2020-2021.)

Sexual Harassment- Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. (Offense #15 in Code of Student Conduct, 2020-2021.)

Vandalism - The willful and/or malicious destruction, damage, or defacement of public or private property without consent, including the marking, defacing, or destroying the property of another student. (Offense #20 in Code of Student Conduct, 2020-2021.)

Other - Student Incivility -Insubordination or disrespect to staff members or to other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth. Includes falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student. (Offense #33 in Code of Student Conduct, 2020-2021.)

Parent Involvement

We welcome and encourage parent participation and involvement at Athens Community and Career Academy. Over the course of the academic year, parents will receive information about

various learning opportunities designed to build the knowledge of parents regarding career pathways; strategies to help parents monitor student academic progress; ways that parents can help their youngsters at home; and opportunities to serve on committees and workgroups to enhance the mission and programs of ACCA.

Student Search and Seizure

Per the district's Code of Student Conduct, school administrators and/or their designated representatives have the authority to conduct reasonable searches of students, and their possessions. Lockers, desks, personal effects (e.g., purse, book bag, etc.), and vehicles when on school property, or at any school function or activity, may be searched at any time, based on reasonable suspicion, and illegal items or contraband will be seized.

- School officials may interview students regarding potential violations of the Code of Student Conduct without parental notification as required during the course of an official investigation.

Dress Code

ACCA Dress Code 2020-2021

The Athens Community Career Academy has a student dress code that conforms to the district's Student Code of Conduct. In addition to the Clarke County School District's Student Code of Conduct, ACCA has four tenets of Service, Employability Skills, Academic Excellence, and Leadership which were developed with the goal of ensuring students graduate from ACCA college and career ready. As such, proper student attire is a basic foundation of the knowledge and life skills needed to be successful in life.

Dress Code (CCSD School Board Policy Excerpt)

1. Students are expected to be clean, neat, and appropriately dressed at all times. Students (and parents) are expected to use good judgment in choice of dress and ensure that the student's attire conforms to the guidelines of this policy. A student's dress and appearance shall always adhere to commonly accepted standards of decency, decorum, and good taste.
2. The student's clothing and appearance must not be a distraction, immodest, inflammatory, offensive, or pose a health, safety, or security hazard. Prohibited clothing and articles of clothing include, but are not limited to, those which contain any word, phrase, message, symbol, photo, reference, or anything else which:
 - a. is offensive, lewd, profane or sexually suggestive;
 - b. promotes or advertises use of drugs, alcohol, tobacco products, or any illegal substance;
 - c. promotes or advertises participation in criminal street gang activity as defined by O.C.G.A. 16-15-4;
 - d. advocates or indicates discrimination on the basis of race, color, national origin, sex, age, marital status, religion, handicap, disability, or sexual orientation; or,
 - e. promotes or advertises illegal conduct or any violation of Board Policy or the Code of Student Conduct.

3. Any article of clothing or manner of dress or appearance which causes or has the potential to cause a disruption in a school, or which is considered to be a health, safety, or security hazard is prohibited, whether specifically mentioned in this policy or not.
4. The Superintendent, Principals, and Site Administrators have the authority to interpret this dress code and make a case-by-case determination of the appropriateness of dress and appearance in cases which may or may not be covered by the standards contained in this policy. In addition, the Superintendent may make District, school-wide, or site-specific exceptions to these standards when appropriate for medical reasons and for such events as “spirit days” and “hat days.” However, when such exceptions are made, they shall conform to the general criteria outlined in paragraphs **C1**, **C2**, and **C3**, above.

Athens Community Career Academy Guidelines for Policy

1. Shoulders, midribs, backs, sides, and chest must be covered. Gentlemen: Pants should be worn at the waist and no undergarments (boxers, other shorts, underwear) may show.
2. No apparel depicting alcohol or drugs or with obscene or offensive messages.
3. No bandanas.
4. Fridays are Academy Days and students are invited to wear their corresponding Academy’s colors or school t-shirt.

Students are expected to abide by the dress code guidelines set by the Athens Community Career Academy.

High School Pathway Course Descriptions

Advanced Manufacturing and Welding

Foundations of Manufacturing and Materials Science

Foundations of Manufacturing and Materials Science is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.

Robotics and Automated Systems

Upon completing this course, students will be able to apply their knowledge of computer-aided design (CAD), computer numerical control (CNC), robotics, computer-assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM).

Production Enterprises

The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.

Audio and Visual Technology and Film Pathway

Audio and Video Technology and Film I (taught at Cedar Shoals & Clarke Central HS)

This course will serve as the foundational course in the Audio and Video Technology and Film pathway. The course prepares students for employment or entry into a post-secondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, basic equipment, scriptwriting, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.

Audio and Video Technology and Film II

This one credit 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.

Audio and Video Technology and Film III

This one-credit course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.

Culinary Arts Pathway (ACCA only)

Introduction to Culinary Arts

In this course, fundamental culinary techniques, skills, and terminology will be introduced and mastered through the development and implementation of simulations and real-world experiences. Students will implement the philosophy and skills of Farm to Table in developing menus and preparing food.

Culinary I

This course is designed to provide additional experiences and skills through the use of the Farm to Table program. Students will apply and refine their knowledge of culinary techniques, skills and terminology through further menu development and food preparation. Food production skills including portion control, nutritional content, and real-world application are developed.

Culinary II

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.

Therapeutic Services/Patient Care (ACCA only)

Introduction to Healthcare Science

The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. Fundamental health care skills development is initiated including microbiology, basic life support, and first aid.

Essentials of Healthcare

The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The prerequisite for this course is Introduction to Healthcare.

Patient Care Fundamentals

This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care.

Teaching as a Profession Pathway

Examining the Teacher Profession (taught at Cedar Shoals & Clarke Central HS)

Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students 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.

Contemporary Issues in Education

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.

Teaching as a Profession Practicum

The practicum 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 practicum 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 students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

College Courses by Pathway

Entrepreneurship

Course	College Credit Hours
MGMT 1100: Principles of Management	3
MKTG 1130: Business Regulations and Compliance	3
MKTG 2210: Entrepreneurship	6
Total	12

Cosmetology Shampoo Technician

Course	College Credit Hours
COSM 1000: Introduction to Cosmetology Theory	4
COSM 1020: Hair Care and Treatment	3
COSM 1040: Styling	3
COSM 1120: Salon Management	3
Total	13

Criminal Justice Technology

Course	College Credit Hours
CRJU 1010: Introduction to Criminal Justice	3
CRJU 1030: Corrections	3
CRJU 1040: Principles of Law Enforcement	3
Totals	9

Early Childhood Care and Education

Course	College Credit Hours
ECCE 1103: Child Growth and Development	3
ECCE 1101: Introduction to Early Childhood Care and Education	3
ECCE 1105: Health, Safety and Nutrition	3
Totals	9

Emergency Medical Response

Course	College Credit Hours
ALHS 1011: Structure and Functioning of the Human Body	5
ALHS 1090: Medical Terminology for Allied Health Sciences	2
EMSP 1000: Emergency Medical Response	3
Totals	10

Engineering Technology (EBT1)

Course	College Credit Hours
ENGL 1101: Composition and Rhetoric	3
ENGT 1000: Introduction to Engineering Technology	3
MATH 1111: College Algebra	3
MATH 1113: Precalculus	3
DFTG 1101: CAD Fundamentals	4
BIOL 1111: Biology I and Lab	4
Total	20

College Pathway Course Descriptions

Entrepreneurship

MGMT 1100: Principles of Management

This course develops skills and behaviors necessary for the successful supervision of people and their job responsibilities. Instructors place emphasis on real life concepts, personal skill development, applied knowledge, and the management of human resources. Course content is intended to help managers and supervisors deal with a dramatically changing workplace being affected by technology changes, a more competitive and global marketplace, corporate restructuring, and the changing nature of work and the workforce. Topics include understanding the manager's job and work environment; building an effective organizational culture; leading, directing, and applying authority; planning, decision-making, and problem-solving; human resource management; administrative management; and organizing and controlling.

MKTG 1130: Business Regulations and Compliance

This course introduces the study of contracts and other legal issues and obligations for businesses. Topics include the creation and evolution of laws, court decision processes, legal business structures, sales contracts, commercial papers, Uniform Commercial Code, and risk-bearing devices.

MKTG 2210: Entrepreneurship

This course provides an overview of the steps needed to establish a business. Topics include planning, location analysis, financing, and entrepreneurial ethics, and social responsibility.

Cosmetology Shampoo Technician Pathway

COSM 1000: Introduction to Cosmetology Theory

This course introduces the fundamental theory and practices of the cosmetology profession. Instructors emphasize professional practices, safety, and infection control. Topics include state rules and regulations, the state regulatory agency, image, bacteriology, decontamination, and infection control, chemistry fundamentals, safety, and infection control, Hazardous Duty Standards Act compliance, and anatomy and physiology.

COSM 1020: Hair Care and Treatment

This course introduces the theory, procedures, and products used in the care and treatment of the scalp and hair. Topics include disease disorders and their treatments; the fundamental theory and skills required to shampoo, condition, and recondition the hair and scalp; and safety and infection control.

COSM 1040: Styling

This course introduces the fundamental theory and skills required to create shapings, pin curls, finger waves, roller placement, blow-dry styling, thermal curling, thermal pressing, thermal waving, artificial hair and augmentation, and comb-outs. Students practice styling techniques on manikins during laboratory exercises. Topics also include braiding and intertwining hair, styling principles, pin curls, roller placement, finger waves, skip waves, ridge curls, blow-dry styling, thermal curling, thermal pressing, thermal waving, artificial hair and augmentation, comb-outs, and safety precautions and practices.

COSM 1120: Salon Management

This course emphasizes the steps involved in opening and operating a privately owned salon. Topics include law requirements regarding salon and spa employment, taxpayer education, federal and state responsibilities, legal requirements for owning and operating a salon business, business management practices, and public relations and career development.

Criminal Justice Pathway

CRJU 1010: Introduction to Criminal Justice

This course introduces the development and organization of the criminal justice system in the United States. Topics include: the American criminal justice system; constitutional limitations; organization of enforcement, adjudication, and corrections; and career opportunities and requirements.

CRJU 1030: Corrections

This course provides an analysis of all phases of the American correctional system and practices, including its history, procedures, and objectives. Topics include: history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole, and prerelease programs; alternative sentencing; rehabilitation; community involvement; and staffing.

CRJU 1040: Principles of Law Enforcement

This course examines the principles of the organization, administration, and duties of federal, state, and local law enforcement agencies. Topics include: history and philosophy of law enforcement, evaluation of administrative practices, problems in American law enforcement agencies, emerging concepts, professionalism, and community crime prevention programs.

Early Childhood Care and Education Pathway

ECCE 1101: Introduction to Early Childhood Care and Education

Introduces concepts relating to the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives; professionalism; guidance; developmentally appropriate practices; learning environment (including all children); cultural diversity; and licensing, accreditation, and credentialing.

ECCE 1103: Child Growth and Development

Introduces the student to the physical, social, emotional, and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording, and interpreting growth and development stages in the young child; advancing physical and intellectual competence; supporting social and emotional development; and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age 12, developmental guidance applications, observing and recording techniques, ages, and stages of development, and introduction to children with special needs.

ECCE 1105: Health, Safety, and Nutrition

Introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. Topics include CPR and first aid, health issues, safety issues, child abuse and neglect, and the nutritional needs of children. Students must pay a \$40 supply fee when registering for this course.

Emergency Medical Response Pathway

ALHS 1011: Medical Terminology for Allied Health Sciences

This course focuses on the basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

ALHS 1090: Structure and Functioning of the Human Body

This course focuses on the basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

EMSP 1000:Emergency Medical Response

This course serves as the introductory course to the Emergency Medical Services profession. It orients students to the pre-hospital care environment and to issues related to the provision of patient care in both in-hospital and out-of-hospital circumstances. It provides foundational information upon which subsequent curriculum content is based. Successful completion of this course increases the potential for success in subsequent courses and should allow students to apply the fundamental knowledge, skills, and attitudes gained in order to effectively communicate and function safely, ethically, and professionally within the emergency medical services environment.

Engineering Technology Pathway

BIOL 1111/1111L: Biology I and Biology Lab- *(meets 4th science graduation requirement)*

Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

1111L: Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

DFTG 1101: CAD Fundamentals

This course establishes safety practices as they relate to a drafting environment. It introduces basic CAD functions while presenting essential principles and practices for line relationships, scale, and geometric construction.

ENGL 1101: Composition and Rhetoric- *(meets graduation requirements for 10th OR 12h grade Literature)*

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

ENGT 1000: Introduction to Engineering Technology

This course provides a study of engineering technology as a career field and describes the knowledge and skills required for academic and occupational success. Topics include careers in engineering technology, measurements and standards, mathematical operators, engineering tools and engineering concepts. Laboratory work reinforces mathematical, mechanical, and electrical concepts through

practical exercises, including the measurement and calculation of the density of objects, relative humidity, digital multimeters usage, circuit construction, precision instrument usage, and team exercises.

MATH 1101: Mathematical Modeling

This course emphasizes functions using real-world applications as models. Topics include the fundamental concepts of algebra; functions and graphs; linear, quadratic, polynomial, exponential, and logarithmic functions and models; systems of equations; and optional topics in algebra.

MATH 1113: Pre-Calculus – *Prerequisite: MATH 1101 or equivalent- (awards high school pre-calculus credit)*

This course prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, as well as exponential growth and decay.

General Academic Course Descriptions

(Not Specific to a Pathway)

*DUAL ENROLLMENT courses are identified with () meet core content graduation requirements.

BIOL 1111/1111L: Biology I and Biology Lab- *(meets 4th science graduation requirement)*

Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

1111L: Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

ECON 2106: Microeconomics - *(meets the graduation requirement for 12th-grade Economics)*

This course provides an analysis of the ways in which consumers and business firms interact in a market economy. Topics include basic economic principles; consumer choice; behavior of profit-maximizing firms; modeling of perfect competition and monopoly, oligopoly, and monopolistic competition.

ENGL 1101: Composition and Rhetoric- *(meets graduation requirements for 10th OR 12h grade Literature)*

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

ENGL 1102: Literature and Composition- *(meets the graduation requirement for 12th-grade Literature)*

Emphasizes the student's ability to read literature analytically and meaningfully and to communicate clearly. Students analyze the form and content of literature in historical and philosophical contexts. Topics include reading and analysis of fiction, poetry, and drama; research; and writing about literature.

ENGL 2130: American Literature - *(meets the graduation requirement for 11th-grade Literature)*

This course emphasizes American literature as a reflection of culture and ideas. This course includes a survey of important works in American literature and a variety of literary genres, including short stories, poetry, drama, nonfiction, and novels. Topics include literature and culture, essential themes and ideas, literature and history, and research skills.

HIST 1111: World History:

This course emphasizes the study of intellectual, cultural, scientific, political, and social contributions to the civilizations of the world and the evolution of these civilizations during the period from the prehistoric era to early modern times. Topics include the Prehistoric Era, the Ancient Near East, Ancient India, Ancient China, Ancient Rome, Ancient Africa, Islam, the Americas, Japan, Ancient Greece, the Middle Ages, and the Renaissance.

HIST 2112: US History II- *(meets the graduation requirement for US History)*

Emphasizes the study of the social, cultural, and political history of the United States from 1865 to the beginning of the twenty-first century and will equip the student to better understand the problems

and challenges of the contemporary world in relation to events and trends in modern American history. The course also provides an overview of the history of Georgia and the development of its constitution. Topics include the Reconstruction Period; the great West, the new South and the rise of the debtor; the Gilded Age; the progressive movement; the emergence of the US in world affairs; the Roaring Twenties; the Great Depression; World War II; the Cold War and the 1950's; the 1960's and 1970's; and America since 1980.

MATH 1101: Mathematical Modeling

This course emphasizes functions using real-world applications as models. Topics include the fundamental concepts of algebra; functions and graphs; linear, quadratic, polynomial, exponential, and logarithmic functions and models; systems of equations; and optional topics in algebra.

MATH 1113: Pre-Calculus – Prerequisite: MATH 1101 or equivalent- (awards high school pre-calculus credit)

This course prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, as well as exponential growth and decay.

PSYC 1101: Introductory Psychology

Introduces the major fields of contemporary psychology. Emphasis is on the fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychopathology and interventions, stress and health, and social psychology.

SPCH 1101: Public Speaking

This course introduces students to the fundamentals of oral communication. Topics include selection and organization of materials, preparation, and delivery of individual and group presentations, analysis of ideas presented by others, and professionalism.

University System of Georgia and Technical College System of Georgia Transfer Courses

USG institutions and TCSG institutions will accept the following general education courses for transfer between their respective institutions:

Technical College System of Georgia Title Prefix and Number	University System of Georgia Equivalent
American Government	POLS 1101
American Literature	ENGL 2130
Art Appreciation	ARTS 1101
Biology Introduction I	BIOL 1111 BIOL1111L
Biology Introduction II	BIOL 1112 BIOL 1112L
Calculus	MATH 1131
Chemistry I (Intro)	CHEM 1151 CHEM 1151L
Chemistry II (Intro)	CHEM 1152 CHEM 1152L
College Algebra	MATH 1111
Economics (Macro)	ECON 2105
Economics (Micro)	ECON 2106
Economics (Principles)	ECON 1101
English Composition I	ENGL 1101
English Composition II	ENGL 1102
Humanities (Intro)	HUMN 1101
Math Modeling (Intro)	MATH 1101
Pre-Calculus	MATH 1113
Physics I (Intro)	PHYS 1111 PHYS 1111L
Physics II (Intro)	PHYS 1112 PHYS 1112L
Psychology (Intro)	PSYC 1101
Public Speaking	SPCH 1101
Sociology (Intro)	SOCI 1101
Statistics (Intro)	MATH 1127
US History I	HIST 2111
US History II	HIST 2112
World History I	HIST 1111
World History II	HIST 1112

Highlighted courses are offered at ACCA

High School Graduation Requirements

Carnegie Unit Requirements for Graduation

Subject Area	Requirement <i>(other state approved courses exist for many of the specific courses below)</i>
English	4 units 9 th Grade Literature/Composition 10 th Grade Literature/Composition American Literature/Composition Multicultural Literature/Composition
Mathematics	4 units GSE Algebra I + GSE Geometry + GSE Algebra II + 4th Math <i>4th Math Options: College Readiness Math, Advanced Mathematical Decision Making, Statistical Reasoning, Pre-Calculus, AP Statistics, AP Calculus AB and AP Calculus BC.</i> For students who entered before 2020-2021 school year: GSE Coordinate Algebra + GSE Analytic Geometry + GSE Advanced Algebra + 4th math (see above)
Science	4 units Biology Physical Science or Physics Chemistry, Earth Systems, Environmental Science or AP Science Course A 4 th science unit from the state-approved list
Social Studies	4 units American Government/Civics World History US History Economics/Business/Free Enterprise
Health/Personal Fitness	1 unit Health and Personal Fitness <i>Note: Health and Personal Fitness (Course number 17.011) will be used to satisfy this requirement</i> <i>Three (3) units of credit in JROTC may be used to satisfy this requirement</i>
CTAE and/or Modern Language/Latin and/or Fine Arts	3 units Students are encouraged to select courses in a focused area of interest. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take 2 units of the same modern language/Latin. The Technical College System of Georgia does not require modern language/Latin for admissions
Electives	4 units
Total Units	24 units

Clarke County School District Grading System

Grading Scale:

90-100 A

80-89 B

70-79 C

Below 70 F

I (Incomplete) Indicates a student has passed an EOC/Final Exam but has a course average of 60-69

IP (In Progress) Used only for a technology-based course when some of the course work has been mastered but all of the course work is not complete

Specific conditions for I and IP grades are found in CCSD BOE Regulation IHA-R.

No student can earn a grade over 100 with the exception of “quality points” added to grades.

Athens Technical College Grading System

Students enrolled in dual enrollment courses through Athens Technical College will be credited 10 additional points in their high school transcript. Athens Technical College does not award numerical grades so the following scale has been established to ensure equity in grades earned for ACCA students.

College Letter Grade	Numerical Scale	Awarded High School Grade
A	90-100	105
B	80-89	95
C	70-79	85
D	60-69	80
F	0-59	69 (no credit!)