

# **Class of 2015 Student Planning Workbook**

**(Students Entering the 9th Grade  
During the 2011-2012 School Year)**



**Rockdale County  
Public Schools**

# Map Your Future

A quick reference guide for career and college-bound students

**9<sup>TH</sup>  
GRADE**

**Honors  
Courses**

Meet with teachers and counselors to review individual Career Pathway Plan and Graduation Plan

→ Begin CTAE Pathway Courses

**10<sup>TH</sup>  
GRADE**

**Honors  
Courses  
and at least one  
AP Course**

**PSAT**  
Fall of 10th

Meet with teachers and counselors to review individual Career Pathway Plan and Graduation Plan

→ Apply for work-based learning opportunities (internships/apprenticeships)

**11<sup>TH</sup>  
GRADE**

**Honors  
Courses  
and at least two  
AP Courses  
or  
Dual  
Enrollment**

**SAT/ACT  
PREP  
COURSE**

**PSAT**  
*If competing for National Merit Scholarships*

→ Participate in work-based learning

**12<sup>TH</sup>  
GRADE**

**Honors  
Courses  
and at least two  
AP Courses  
or  
Dual  
Enrollment**

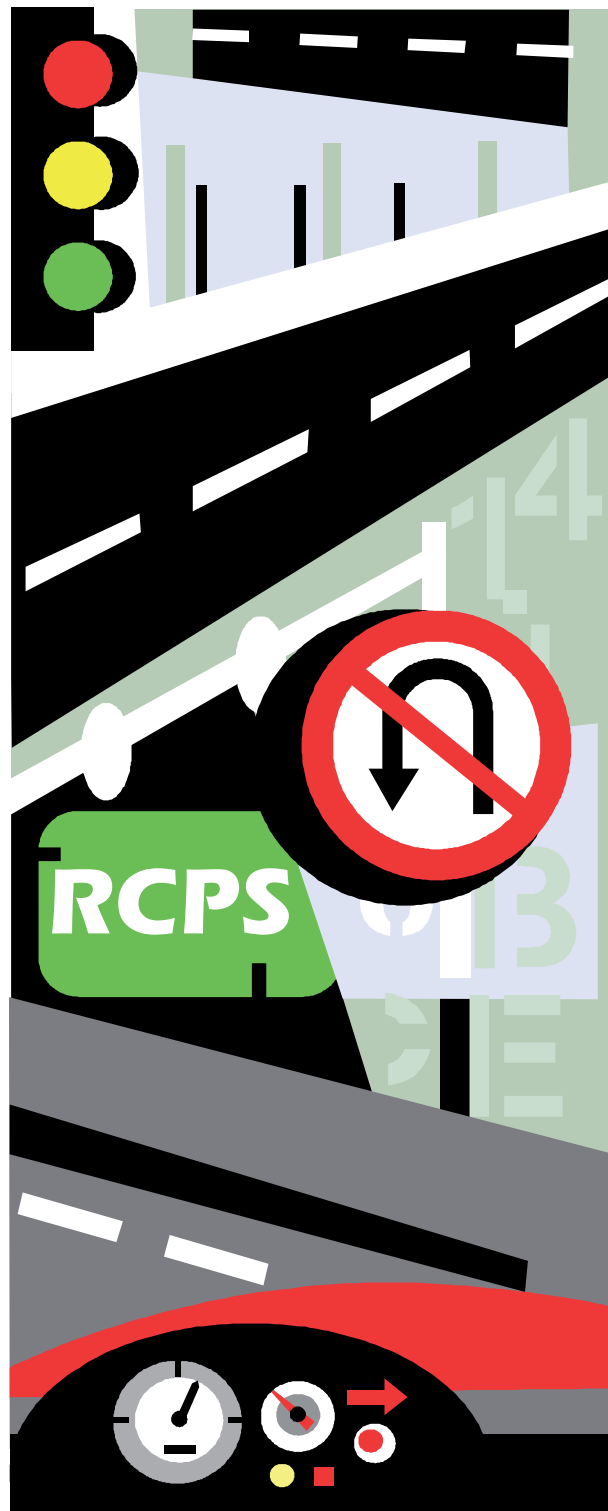
*Ensure you have completed:*

- ✓ 3 Math
- ✓ 3 Science
- ✓ 3 ELA
- ✓ 3 Social Studies

*prior to taking SAT*

**SAT/ACT**  
Fall of 12th

→ Take End of Pathway Assessment (EOPA)



**SUBMIT  
COLLEGE/  
POST-SECONDARY  
APPLICATIONS**  
*No later than  
December*

# Table of Contents

Welcome from the Superintendent.....	2
<b>Planning the High School Program</b>	
Graduation Plan.....	3
Graduation Requirements .....	4
RCPS Graduation Requirements Table .....	5
RCPS Advisement Sheet .....	6
RCPS Worksheet .....	8
Career, Technical, and Agricultural Education – Career Areas and Pathways .....	9
General High School Information.....	10
Benchmark Exams, Course Credit - Carnegie Units.....	10
Credit for Work in Other Schools, End of Course Tests (EOCT) .....	11
Grade Placement, Grading System - Academic Honors.....	12
Report Cards - Reporting to Parents, Schedule Changes.....	13
Tests Required for Graduation - GHSGT and GHSGWT .....	13
Other Learning Opportunities.....	14
Alpha Academy .....	14
Career Centers/Career Searching.....	14
Work-Based Learning.....	14
English to Speakers of Other Languages (ESOL) .....	14
Extracurricular Activities - Sports, Clubs and Organizations .....	15
Governor’s Scholarship Program .....	15
Hospital/Homebound.....	15
Parent Portal (formerly I-Parent).....	15
JROTC.....	15
Open Campus.....	15
Opportunities for Students with Disabilities .....	16
Post-Secondary Options .....	16
Advanced Placement (AP) Classes .....	16
Articulated Credit .....	17
Early Admissions to Post-Secondary Institutions, Dual Enrollment .....	17
Rockdale Career Academy.....	17
Rockdale Virtual Campus.....	17
Special Education .....	18
Summer School, Intercession, Credit Recovery.....	18
Test Preparation Information.....	18
Youth Apprenticeship Program .....	18
<b>Planning Beyond High School</b>	
After High School Planning Assistance.....	19
College/Post-Secondary Education, Employment, Military, Technical/Vocational Schools .....	19
Post Secondary Planning Calendar .....	20
Post-Secondary Admission Standards.....	21
Taking a Foreign Language .....	21
Financial Assistance.....	22
HOPE Grant and Scholarship .....	22
Other Types of Financial Aid, Additional Sources for Financial Aid Information.....	23
Accel Program.....	24
Move On When Ready Program (MOWR) .....	24
<b>Glossary of Terms</b> .....	25



## **Welcome to High School**

To help students plan their high school education to meet their future goals, Rockdale County Public Schools has developed this Student Planning Workbook. This workbook provides graduation requirements for entering freshmen and offers a worksheet to be certain students remain on track for graduation. In addition, this workbook provides information relative to promotion guidelines, testing, and planning for post-secondary experiences including college, technical schools, or entering the job market.

### **Promoting Student Success in High School**

A continuing goal of our Board of Education and school system is promoting higher standards and greater student achievement. For America to remain strong and maintain its position as the leader of our world, more demands must be made on students to excel educationally and to do their best every day. Student achievement is the top priority of Rockdale County Public Schools. Our curriculum is designed to be challenging and motivating for every student.

### **Planning Your High School Career**

Please read the Student Planning Workbook carefully and use it when registering for courses you will take in high school and for choosing the program you will follow after high school. Parents should take an active role in ensuring that their children are enrolled in courses that meet their educational needs and goals. Under the current advisement system, each student with the assistance of his/her parents is given the opportunity and responsibility for choosing courses wisely.

Each student will receive assistance in registering for courses by a school counselor. Counselors will work directly with students to ensure that each student receives a comprehensive high school education experience that appropriately prepares the student for experiences beyond high school.

The school system administrators and staff expect each student to enjoy a successful high school career that leads to lifelong learning and to the ability of each student to choose his or her course in life.

Sincerely,

A handwritten signature in black ink that reads "Samuel T. King". The signature is written in a cursive style.

Samuel T. King, Ed.D.  
Superintendent

# Planning the High School Program

## Graduation Plan

RCPS is committed to building students' capacity to improve their future; therefore, we are focused on the educational and career planning process for all students. Students deserve abundant opportunities to explore career interests as well as understand the connection between school and work. ALL educators are career developers.

Counseling, advisement, career awareness, career interest inventories, and information to assist students in evaluating their academic skills and career interests begins in middle school. High school students are provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary education, further training, or employment. An individual graduation plan shall:

1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work (Federal Perkins Program of Study (POS))
2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
3. Align educational and broad career goals and a student's course of study;
4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;
5. Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
6. Include opportunities for postsecondary studies through articulation and dual enrollment;
7. Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and
8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

Individual graduation plans will be reviewed annually, and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser. An individual graduation plan may be changed at any time throughout a student's high school career upon approval.

While administrators, counselors, teachers, and parents have an important role to play in the planning process, ultimately it is the responsibility of the student to register for and pass all courses required for graduation. As students register for each semester, teachers and counselors will advise students about course selection based upon prior performance in the subject area and their academic goals.

## Graduation Requirements

In September 2007, the State of Georgia introduced new graduation requirements eliminating Georgia's "tiered" diploma in which there were different expectations for students. While the state sets the minimum requirements for graduation, local systems can add requirements above the state requirements — and Rockdale County has raised the bar for our students.

### What's Different?

The state requires 23 units for graduation. Rockdale County Public Schools requires our students to have 24 units. (RCPS requires four units of social studies while the state requires three.) Our goal is to assure that our students have the knowledge and skills necessary to pursue the world of work, higher education, or both. The Rockdale Magnet School for Science and Technology has additional graduation requirements.

Secondary school instructional delivery and support services shall reflect the high school graduation requirements and assist all students to develop their unique potential to function in a global society.

To be eligible for graduation from a Rockdale County high school, a student must meet requirements in the following areas:

1. Attendance
2. Carnegie units of credit
3. Core curriculum courses
4. Passing scores on End of Course Tests (EOCT) and/or Georgia High School Graduation Tests (GHSGT) as identified by the Georgia Board of Education

### CTAE/Fine Arts/Modern Language/Latin

Students who wish to receive industry certification in certain areas under Career/Technical/Agricultural Education (CTAE) programs must follow specific pathways. To be eligible for certification, a student must earn three units in the same pathway. Any student planning to attend a University System of Georgia college or university must take a minimum of two years of the same modern language or two years of Latin to meet admission requirements. CTAE, Fine Arts, Modern Language, and Latin are grouped in the same graduation area in the State Board Rule and on the Graduation Requirements chart on the following page. Students who are planning to complete a Career Technical Agricultural Education Pathway Program (recommended for all students) and attend college, will need to devote two of their four elective credits to foreign language or Latin courses to meet college/university entry requirements.

### RCPS Diploma Options

- Regular diploma
- Magnet diploma
- Special Ed Diploma
- High School Performance Certificate (complete all degree requirements except graduation test as applicable.)

### Honor Graduate Requirements

Honor graduates will be identified on the basis of the grade point average resulting from the procedure outlined in Board policy IHD-R. Honor graduate status will be conferred on all graduates who meet the following requirements:

Cum Laude (Honors): minimum 3.5 GPA through 3.69, unrounded

Magna Cum Laude (High Honors): minimum 3.7 cumulative GPA, unrounded

Summa Cum Laude (Highest Honors): overall GPA of at least 3.9, unrounded

## RCPS Graduation Requirements Table

Subject Area	Rockdale County Public Schools	Magnet Diploma
<b>English/ Language Arts</b>	<b>4 units, must include:</b> 1 unit 9th Grade Lit./Comp. and 1 unit American Lit./Comp.	<b>4 units, must include:</b> 1 unit 9th Grade Lit./Comp. and 1 unit American Lit./Comp.
<b>Mathematics</b>	<b>4 units, must include either of the following:</b> 1 unit Math I or Accelerated Math I 1 unit Math II or Accelerated Math II 1 unit Math III or Accelerated Math III 1 unit Math IV or AP Statistics or AP Calculus	<b>4 units Magnet Math, must include:</b> 1 unit 9th grade Magnet math 1 unit 10th grade Magnet math 1 unit 11th grade Magnet math 1 unit 12th grade Magnet math
<b>Science</b>	<b>4 units</b> 1 unit Biology 1 unit Physical Science or Physics 1 unit Chemistry or Earth Systems or Environmental Science or AP Science Course 1 unit any 4th Science	<b>9-1/2 units Magnet Science, must include:</b> 1 unit Physics 1 unit Biology 1 unit Chemistry 2 units AP Sciences 3-1/2 units Research 1 unit Environmental Science
<b>Social Studies</b>	<b>4 units, must include:</b> 1 unit World Geography 1 unit U.S. History 1 unit World History 1/2 unit Economics 1/2 unit Government	<b>4 units, must include:</b> 1 unit World Geography 1 unit U.S. History 1 unit World History 1/2 unit Economics 1/2 unit Government
<b>Health/Safety</b>	<b>1/2 unit</b> (or 2 units ROTC)	<b>1/2 unit</b> (or 2 units ROTC)
<b>Physical Education</b>	<b>1/2 unit</b> (Personal Fitness)	<b>1/2 unit</b> (Personal Fitness)
<b>Fine Arts Computer Tech CTAE ♦ ROTC</b>	<b>3 units ♦</b>	<b>1 unit Magnet Technology Course</b>
<b>Modern Language/ Latin ♦♦</b>	<b>None</b>	<b>2 units</b> (same language)
<b>Senior Course Required</b>	<b>None</b>	<b>1 unit</b> One senior specialized Magnet course
<b>Electives</b>	<b>4 units</b>	<b>Suggestions: Majors - Biological Sciences, Engineering, or Informational Technology</b>
<b>Total</b>	<b>24 units</b>	
1 Unit = 2 semesters of credit Promotion requirements to: Grade 10 = 5 units    Grade 11 = 11 units*    Grade 12 = 16 units		

- ♦ For pathway completion, students must complete three courses (units) in the same sequence or pathway AND pass the End of Pathway Exam.
- ♦♦ Students planning to attend a college or university must take a minimum of two years of the same Modern Language or Latin to meet admission requirements.
- \* Calculated for core courses (English, math, science, social studies, foreign language, fine arts) only. To be classified as an 11th grader (junior), students must earn 11 Carnegie units and pass all required courses in English, math, science, and social studies.

# RCPS Advisement Sheet

## Graduation Plan

Student \_\_\_\_\_ Student Number \_\_\_\_\_

Teacher/Advisor \_\_\_\_\_

Keep a record of the courses you take on this sheet. Refer to the Graduation Requirements on Pages 4 and 5 for details. The Worksheet on Page 10 will help you keep track of your requirement as well.  
Be sure to check off each requirement as you complete it.

<b>9<sup>th</sup> Grade – Year 1</b>			
First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

<b>10<sup>th</sup> Grade (5 units required for entry into the 10<sup>th</sup> grade) – Year 2</b>			
First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

<b>11<sup>th</sup> Grade (11 units required for entry into the 11<sup>th</sup> grade and must pass all required courses in English math, science, and social studies) – Year 3</b>			
First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

**12<sup>th</sup> Grade (16 units required for entry into the 12 grade) – Year 4**

First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____ MA _____ SC _____ SS _____ CTAE/FA/FL _____ H/PE _____ EL _____ EL _____ EL _____ EL _____	Eng/LA _____ MA _____ SC _____ SS _____ CTAE/FA/FL _____ H/PE _____ EL _____ EL _____ EL _____ EL _____		

**After High School – Years 5 and 6**

Post-Secondary Goal		Workforce Goal
2-Year College _____	Major _____	Career Choice _____
4-Year College/University _____	Undergrad Degree _____	Training Required _____
Technical College _____		

**Student Signature** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

# RCPS Worksheet

All units shaded on the Worksheet must be included in the 11 units earned to be classified as an 11th grader (Junior).

## Georgia High School Graduation Test Scores:

English/LA \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_ Writing \_\_\_\_\_

<b>English/Language Arts</b>			<b>4 units</b>
9A _____	9B _____		1
10A _____	10B _____		1
11A _____	11B _____		1
12A _____	12B _____		1
<b>Mathematics</b>			<b>4 units</b>
Math 1 (or equivalent)	A _____	B _____	1
Math 2 (or equivalent)	A _____	B _____	1
Math 3 (or equivalent)	A _____	B _____	1
Math 4 (or equivalent)	A _____	B _____	1
<b>Science</b>			<b>4 units</b>
Science 1 (or equivalent)	A _____	B _____	1
Science 2 (or equivalent)	A _____	B _____	1
Science 3 (or equivalent)	A _____	B _____	1
Science 4 (or equivalent)	A _____	B _____	1
<b>Social Studies</b>			<b>4 units</b>
Government	_____		½
World Geography	_____		1
World History	A _____	B _____	1
U.S. History	A _____	B _____	1
Economics	_____		½
<b>CTAE* and/or Fine Arts and/or Modern Language/Latin**</b>			<b>3 units</b>
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
<b>Health</b>			<b>½ unit</b>
	_____		½
<b>Physical Education</b>			<b>½ unit</b>
	_____		½
<b>Electives**</b>			<b>4 units</b>
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
<b>Total Units = 24</b>			

- \* Magnet students are required to take two units of the same Modern Language or Latin.
- ♦ For pathway completion, students must complete three courses (units) in the same sequence or pathway AND pass the End of Pathway Exam.
- ♦♦ Students planning to attend a college or university must take a minimum of two years of the same Modern Language or Latin to meet admission requirements.
- \*\* CTAE, Fine Arts, Modern Language, and Latin are grouped in the same graduation area in the State Board Rule and on the Graduation Requirements chart. Students who are planning to complete a Career Technical Agricultural Education Pathway Program (recommended for all students) and attend college, will need to devote two of their four elective credits to foreign language or Latin courses to meet college/university entry requirements.

# Career, Technical and Agricultural Education

## Career Areas and Pathways

The baby boomers are leaving America's workforce — with 10,000 turning 65 every day for the next 19 years.\* CTAE prepares a highly skilled, sustainable workforce with the technical expertise, work ethic and employability skills that American business and industry need to remain globally competitive. Internships, work-based learning, apprenticeships and cooperative education programs bring students and potential employers together — to drive innovation and world-class performance.

(Information from [www.careertech.org](http://www.careertech.org))

RCPS offers the following Career Pathways:

### **Agriculture**

Agriscience Career Pathway

Plant Science/Horticulture Career Pathway

### **Architecture, Construction, Communication & Transportation**

Architectural Drawing and Design Career Pathway

Broadcast/Video Production Career Pathway

Collision Repair Technology Career Pathway

Construction Career Pathway

Graphic Design Career Pathway

Transportation Logistical Support Career Pathway

### **Business & Computer Science**

Administrative/Information Support Career Pathway

Computing Career Pathway

Computer Networking Career Pathway

Computer Systems and Support Career Pathway

Financial Management - Accounting Career Pathway

Financial Management - Services Career Pathway

Interactive Media Career Pathway

Small Business Development Career Pathway

### **Engineering & Technology**

Electronics Career Pathway

Energy Systems Career Pathway

Engineering Career Pathway

Engineering Graphics and Design Career Pathway

Manufacturing Career Pathway

### **Family and Consumer Sciences**

Culinary Arts Career Pathway

Early Childhood Education Career Pathway

Interior Design Career Pathway

Nutrition and Food Science Career Pathway

Teaching as a Profession Career Pathway

### **Government & Public Safety**

JROTC Career Pathway

Law and Justice Career Pathway

### **Healthcare Science**

Therapeutic Services - Emergency Services Career Pathway

Therapeutic Services - Medical Services Career Pathway

Therapeutic Services - Nursing Career Pathway

### **Marketing, Sales & Service**

Fashion Marketing Career Pathway

Marketing Communication and Promotion Career Pathway

Marketing & Management Career Pathway

Sports & Entertainment Marketing Career Pathway

\*Passel, Jeffery S. and Cohn, D'Vera. Pew Research Center, U.S. Population Projections: 2005-2050, Washington, DC, 2008.

# General High School Information

## Benchmark Exams

Benchmark exams are administered for courses which require an End of Course Test (EOCT). The primary purpose of these assessments is to determine areas of strength and weakness for individual students, schools, grade levels, and subject areas. These assessments are valuable tools for ensuring that our students are being equipped for success on high stakes State assessments. Furthermore, results of these assessments are valuable means of determining areas in need of instructional support. Benchmarks are administered at the end of the 1st, 2nd, and 3rd 9 weeks.

## Course Credit - Carnegie Units

Carnegie unit credit is granted only for courses that include concepts and skills based on the State Curriculum for grades 9-12. Carnegie unit credit will be awarded for successful completion of a course based on a minimum of 150 clock hours of instruction over the school year. One-half unit of credit will be granted for the successful completion of a semester course with a minimum of 75 clock hours of instruction.

Carnegie units of credit may be granted to students for out-of-school work as part of an approved Work-Study (Co-op) Program. The maximum number of units earned in this way is two per year.

Any Work-Study Program for which such credit is granted must be part of the approved High School Program of Studies for Rockdale County and must meet guidelines of the Georgia Board of Education. Students who are high school juniors or seniors and meet the qualifications as specified in Policy IDCH (Dual Enrollment Programs) may earn Carnegie unit credit for successful completion of college courses as part of an approved college dual enrollment program. A course shall count only once for satisfying any Carnegie unit requirement for graduation. The same course cannot be used to satisfy a Carnegie unit requirement in more than one core area of study.

Carnegie units of credit for graduation shall be awarded to high school students participating in any eligible dual enrollment course using the ratio delineated in Policy IDCH (Dual Enrollment Programs).

A student shall meet the graduation requirements in effect at the time of enrollment in the ninth grade, regardless of the changes in requirements affecting subsequent classes.

Carnegie units will be awarded when the student has successfully demonstrated:

1. The required competencies contained in the course taken.
  - A. Units will be awarded on a 1/2-unit basis for a semester course successfully completed.
  - B. Unit credit will be given for successful completion of a course transferred from another accredited secondary school.
  - C. Unit credit will be awarded for the successful completion of a local school approved dual enrollment course.
2. Minimal completion of all required work in a course as demonstrated by the minimum of a 70 average for class, homework, and test requirements.

## Credit for Work in Other Schools

In accordance with the Southern Association of Colleges and Schools (SACS) Standard 3.4.9, Rockdale County Public Schools will validate competency, by course, before awarding Carnegie unit credit for work completed at a home school or private school that is not accredited by SACS, one of the SACS equivalents, the Georgia Accrediting Commission, or the Georgia Private School Accreditation Council (GAPSAC). Specifically, Rockdale County Public Schools accepts at face value credit transferred from the New England, Middle States, Southern, North Central, Northwest, and Western Associations, as well as the Georgia Accrediting Commission and GAPSAC.

For students entering Rockdale County high schools from a non-accredited school or a home school program, either for the first time or upon re-entry, the following guidelines, which are identical to guidelines in policy JBCA-R, shall apply:

1. Any student from a home study program or a non-accredited school entering or re-entering grades 9-12 will be required to pass a school administered nationally-normed or locally written system test in each required content area unless the courses are sequenced.
2. Students scoring above the 50th percentile on a nationally-normed test or 70 or above on a system test will be awarded Carnegie unit credit for which we have documentation.
3. For courses which are considered sequential, students will be accepted on a probationary status. Students will be evaluated at the end of the first semester in the next course of the sequence. Acceptance of student transfer grades and course credit will be determined at that time, based on satisfactory student performance of a score of 70 or above in the course for which the student is currently enrolled.
4. All students meeting the criteria to receive Carnegie unit credit will be given a P (pass) on their transcript. Those not meeting the criteria to receive Carnegie unit credit will be given an F (fail). No credit will be awarded for an F.
5. P (pass) on a student's transcript does not affect a student's cumulative GPA.
6. No credit will be given for course work obtained in a home study program or nonaccredited school unless comparable course work is offered as a part of the local school system curriculum.
7. All students enrolled in a public school are evaluated on a periodic basis in order to assess student achievement and program effectiveness. Students entering or re-entering the Rockdale County Public Schools will be required to participate in all state or local testing programs when applicable (i.e., graduation exam).

## End of Course Tests (EOCT)

End of Course Tests (EOCT) are State assessments for core subjects. EOCT is administered at the end of the second semester for all courses except Economics which is a ½ year course. The EOCT exam for Economics is administered at the end of the semester in which the course is taken. The EOCT counts 20% of the course grade. EOCT's are administered for the following eight courses:

**Mathematics:** Math I and Math II

**Social Studies:** United States History and Economics/Business/Free Enterprise

**Science:** Biology and Physical Science

**English/Language Arts:** Ninth Grade Literature and Composition and American Literature and Composition

Students enrolled in courses for which an EOCT exists must participate in the EOCT in order to obtain credit for those courses.

## Grade Placement

Grade placement in high school is based on the following units:

5 units = 10th grade      11 units = 11th grade\*      16 units = 12th grade

\*In addition to 11 Carnegie units, a student must have earned at least two units each in math, science, English, and social studies to be promoted to the 11th grade. Class placement is made at the beginning of each academic year based on the number of units at that time.

## Grading System - Academic Honors

The system procedures for determining valedictorian, salutatorian, honor graduates, and the Superintendent's Academic Awards are as follows:

1. Each school will have a valedictorian and salutatorian at graduation. These will be determined as the students in the graduating class with the first and second highest-ranking cumulative GPA through the second semester of the senior year. In case of a tie with the GPA on a four-point scale, the cumulative mathematical average through the second semester of the senior year will be used.

In order to be eligible for valedictorian and salutatorian, a student must:

- Be enrolled in the school from which he/she graduates for the two full semesters of the senior year, and
- Successfully complete the classes that are the equivalent of four semesters or six quarters of AP and/or dual enrollment courses, or any equivalent combination thereof.

The principal reserves the final choice as to whether there shall be speakers at graduation ceremonies and, if any, who they shall be. This honor does not go automatically to the valedictorian and/or salutatorian. Valedictorians and salutatorians shall be recognized and shall have the opportunity to have an active part in graduation ceremonies.

2. Honor graduates will be identified on the basis of the grade point average resulting from the procedure outlined in Board policy IHD-R. Honor graduate status will be conferred on all graduates who meet the following requirements:

Cum Laude (Honors): minimum 3.5 GPA through 3.69, unrounded

Magna Cum Laude (High Honors): minimum 3.7 cumulative GPA, unrounded

Summa Cum Laude (Highest Honors): overall GPA of at least 3.9, unrounded

3. Superintendent's Academic Awards will be given to the top ten students in 10th, 11th, and 12th grades at each high school and the Magnet School. The top ten students will be determined based on their cumulative GPA through the end of the first semester. In case of a tie with the GPA, the mathematical percentage average will be used. In order to be eligible to receive the Superintendent's Academic Award, a student must have been enrolled in the high school for a minimum of two years.

## Report Cards - Reporting to Parents

Individual student progress shall be reported to parents or guardians by means of report cards generated at the end of each instructional period. Midway through the instructional period, parents or guardians shall be provided a progress report showing the progress of their child in each class in which the student is enrolled. The instructional period for all grades and all courses is 18 weeks. Grades are calculated as follows:

### Courses without an EOCT

#### 1st and 2nd semester grades

- 80% - grades earned during the semester
- 20% - Final Exam

### Courses with an EOCT

#### 1st Semester Grades\*

- 85% - grades earned during the semester
- 15% - Final Exam

#### 2nd Semester Grades

- 80% - grades earned during the semester
- 20% - EOCT/Final Exam

\* If economics is taken the first semester, the final grade is calculated with the same percentages as a second semester course with an EOCT. Dual enrollment EOCT courses will also be calculated this way during first and/or second semester.

## Schedule Changes

Student schedule changes are limited to the first ten days of the semester. Should an extreme circumstance arise involving an individual student past the ten-day limit, the principal may authorize a schedule change in writing.

## Tests Required for Graduation

### Georgia High School Graduation Writing Test (GHSGWT)

This statewide writing assessment is administered to all 11th grade students during September.

### End of Course Tests (EOCT) for:

**Math I**

**Math II**

**Grade 9 Lit/Comp**

**American Lit/Comp**

**U. S. History**

**Economics**

**Biology**

**Physical Science**

Each course listed above is associated with an EOCT. This statewide assessment is administered at the end of the course and counts 20% of the course grade.

## **Other Learning Opportunities**

In addition to the variety of courses in the curriculum, Rockdale County offers several programs to meet the special needs of students.

### **Alpha Academy**

An alternative and complement to the traditional elementary/middle/high school program is the Alpha Academy. At Alpha Academy, students benefit from small class sizes that provide flexibility and the opportunity for individual growth. The primary goal of Alpha Academy is to help students become successful in school so they can return to their home school.

Student assignment to Alpha Academy may be made by a placement committee or as the result of a disciplinary tribunal.

### **Career Centers/Career Searching**

Each high school has a career center that provides information on career opportunities and resources for personal and professional development. The career center specialists and high school counselors work together to help students make appropriate career and college choices.

Students are encouraged to begin career searching early. There are many great sources of information for students who are interested in exploring careers. Students can take career interest inventories, do volunteer work in an area that interests them, read and research particular careers, and write, e-mail, or speak to others in the field they are interested in pursuing. The Georgia Career Information Center is available to all students at [www.gcic.peachnet.edu/](http://www.gcic.peachnet.edu/). This website provides a wealth of information including a career interest inventory and helpful links to find schools of choice. The website [www.gacollege411.org](http://www.gacollege411.org), also offers a career interest inventory and links to every public, private, and technical college in the state of Georgia. Another great resource is the Occupational Outlook Handbook found at [www.bls.gov/oco/](http://www.bls.gov/oco/).

### **Work-Based Learning (WBL)**

Work-based learning can be used in a planned program of study to complete requirements for graduation. Some of these programs involve students working for pay on or off campus in a job compatible with their career choice. Some positions such as internships will not be paid. Local school coordinators will help students apply what they have learned at school with what is learned in the workplace. See local school staff for details. These programs are designed for all students.

### **English to Speakers of Other Languages (ESOL)**

The goal of the ESOL program is to provide an opportunity for students whose dominant language is not English to acquire English proficiency and at the same time continue learning content. The school system identifies those students whose dominant language is not English.

These students may be those who do not speak English, learned a language other than English first, or speak a language other than English at home. The opportunity for English language proficiency testing is required by law for language minority students to determine their English proficiency for academic purposes.

## **Extracurricular Activities**

**Sports** — Rockdale County high schools are members of the Georgia High School Association and adhere to its policies with regard to interscholastic sports and activities. All high schools have active teams participating in baseball, basketball, cheerleading, cross-country football, golf, gymnastics, soccer, softball, swimming, tennis, track, volleyball, and wrestling. Students are encouraged to participate in the sports program as their abilities dictate. For more information about competitive interscholastic eligibility and activities, contact the school's athletic director.

**Clubs and Organizations** — Many clubs and organizations are available at each high school. Some are open to all students while membership in others is restricted by academics and other requirements. Efforts are made at the beginning of each school year to attract all students to participate in those organizations and clubs that will appeal to them.

## **Governor's Scholarship Program**

This scholarship must be funded annually by the state legislature. It is a merit based scholarship and its purpose is to recognize Georgia's high school valedictorians and STAR students, and to encourage them to attend a public or private college or university in Georgia by providing scholarship funds. Additional information on the Governor's Scholarship Program and requirements for eligibility can be found at: [http://gacollege411.org/FinAid/ScholarshipsAndGrant/merit-based\\_scholarships.asp](http://gacollege411.org/FinAid/ScholarshipsAndGrant/merit-based_scholarships.asp).

## **Hospital/Homebound**

This program is offered to students who cannot attend class in a regular school setting due to illness or accident. Students must be projected to be absent a minimum of ten consecutive school days. Consult your local school for the form necessary for entry into the program. Arrangements to meet curricular needs beyond those provided by Hospital/Homebound teachers must be made through the Student Support Team at the student's home school.

## **Parent Portal (formerly I-Parent)**

There will be two parent portals during the 2011-2012 school year as we transition from the portal provided as part of our student information system program (I-Parent) to a new one as part of our Curriculum Management System. Both parent portals will provide the following student information: current daily schedule, attendance history, assignment grades, and the current average of each class recorded in the electronic grade book. Elementary and Middle School parents will need to setup a new account at their school. High School parents will use the portal from our student information system and those user accounts will stay the same. Please visit your school to set up a new account or receive assistance with the parent portals.

## **JROTC**

The Leadership Education Program, known as JROTC, is a consolidated program available to qualified students in all of our high schools. It is designed to help the cadets develop into responsible and productive citizens. The curriculum is designed to enhance and complement the cadet's academic efforts in all classes. The development of character, self-discipline, and academic performance is the primary focus of the program.

## **Open Campus**

The Open Campus secondary program provides a flexible educational opportunity to students who may be unlikely, for a variety of reasons, to reach their full potential in the traditional high school structure. The program is designed for students who wish to accelerate the manner in which they complete the remaining required units for graduation. This program provides an educational opportunity to students who are at least 16 years of age. Students must not currently be serving long-term suspension or expulsion. The general student population to be served will include but not be limited to:

- Students needing to makeup one or more courses for graduation;
- Potential dropout students who have the desire to join the work force before graduation;
- Actual dropout students seeking education while gainfully employed;
- Students with social, emotional, environmental, and/or self imposed issues;
- Traditional students with individual wants/needs;
- Students desiring accelerated completion of non-EOCT courses.

All students will be held to highest expectations for conduct and decision making while enrolled in the program. The school operates on a mini-semester plan. The school year is divided into four - 36 day terms and a student is permitted to come and go as classes begin and end. Students attend classes 4 days a week, Monday – Thursday. Students are required to follow a strict Attendance Policy and may be withdrawn after five absences. A standard RCPS high school curriculum will be offered and delivered by a qualified faculty as well as computer supported instruction. All students will participate in an intensive advisor/advisee mentor program during their tenure at Open Campus. A student must complete the required number of units and pass the relevant GHSGT in order to graduate. Students participating in the graduation ceremony will be included in the procession at their home schools.

## **Opportunities for Students With Disabilities**

There are several agencies/services who work with students who have mental, physical, and emotional disabilities after they leave high school. Rehabilitation Services (Vocational Rehabilitation) is a publicly funded department. The employees of this department work with mentally and physically disabled students 16 years old and older. Contact can be made through the Special Education Department in the student's high school or by calling Learning Support, 1127 West Avenue, Conyers, Georgia 30012. 770-860-4231.

Other services are available through the following agencies:

1. Rockdale Industrial Opportunities – a publicly funded rehabilitation workshop for individuals with disabilities.
2. Group Homes – two publicly funded residential centers for disabled individuals whose families may be unable to care for them. Transportation is provided to other training centers during the day. Contact Rockdale CARES or Gwinnett/Rockdale/Newton Mental Health Services.
3. Warm Springs (GA) Vocational Rehabilitation Center – a residential center in which individuals with disabilities learn independent living skills and work skills.
4. Gwinnett/Rockdale/Newton Mental Health Services – Contact the developmental disabilities counselor.
5. Atlanta Services for the Blind.
6. Annandale Village of Suwanee – a privately funded residential center for individuals with intellectual disabilities.

## **Post-Secondary Options**

Tuition is paid to Georgia public post-secondary schools for high school juniors and seniors who meet certain criteria. These classes may be on a dual enrollment or early admission basis. Some of these classes are held in our high schools. Students must be age 16, or an 11th or 12th grader, have a 3.0 average in academic subjects, and meet ACT or SAT qualifying testing standards. These requirements are subject to change. See your counselor for more information.

### **Advanced Placement (AP) Classes**

Advanced Placement (AP) classes are year-long courses based upon college level curriculum. They are taught at the high school during the regular school day. A national exam is given at the end of the course and graded by readers employed by the College Board. Many post-secondary institutions either award post-secondary credit for a successfully completed exam or allow a student to exempt certain courses. Some post-secondary institutions do not honor AP credit. The exam is optional, and the student is responsible for fees if the Georgia General Assembly does not continue to fund payment. Individual colleges determine guidelines for the awarding of credit.

## **Articulated Credit**

Articulation is a partnership agreement between DeKalb Technical College or Gwinnett Technical College and the school system that provides an opportunity for students to earn college credit for courses that they take in high school that are the same as technical college courses. As an example through an articulation agreement a student enrolled in "Introduction to Drafting" in high school could earn college credit for "Introduction to Drafting" at DeKalb Technical College. To be eligible to receive articulated credit the course must be considered an articulated course and students must meet all college admission requirements for the college with which the course has been aligned, earn a numeric grade of 85 or better in the articulated high school course, enroll at the technical college within 18 months of high school graduation, and pass the technical college exemption exam with a score of 70 percent or above.

## **Early Admissions to Post-Secondary Institutions**

A student who attends a post-secondary institution full time is responsible for getting grades sent to his/her high school for graduation. Both dual enrollment and early admissions can take place in a public or private post-secondary setting. If a student attends a Georgia public institution, post-secondary options rules apply. A student must meet certain requirements to maintain extracurricular eligibility and eligibility for honor graduate, valedictorian, salutatorian, etc. Consult local school administrators for details.

## **Dual Enrollment**

Dual Enrollment allows qualified high school juniors and seniors the option to begin working toward a college degree, while still pursuing a high school diploma. This program enables participants to fulfill high school graduation requirements by taking college courses that provide dual credit, simultaneously completing high school course requirements, too. Students who meet specific criteria may enroll in courses at participating colleges and take eligible courses at the college for high school Carnegie credit and college credit. There may be course fees associated with these classes.

For more information about Post-Secondary Options, please talk with your counselor. The list of eligible courses may be found at the Georgia Student Finance Commission website at <http://gacollege411.org/FinAid/ScholarshipsAndGrand/accel.asp>.

## **Rockdale Career Academy**

Rockdale Career Academy (RCA) is the district's charter school providing qualified high school students the opportunity to pursue programs of study in a wide array of Career, Technical, and Agricultural Education (CTAE) courses. Students attend RCA on a part-time basis and remain students of their regular high school. Study at RCA provides students the chance to earn college level credits while in high school through articulation agreements, dual enrollment, and AP coursework. Additionally, students may earn specialty certification in selected technical areas and participate in work-based learning opportunities. Following study at RCA, students are prepared to succeed in either the workplace or in pursuit of post-secondary studies. See your counselor for more information.

## **Rockdale Virtual Campus**

Rockdale Virtual Campus (RVC) offers a students the opportunity to complete a variety of courses in an on-line format via a home computer. The online experience will also prepare students for the demands they will encounter in higher education, the workplace, and personal life-long learning. An online experience requires students to complete assignments, meet deadlines, learn appropriate online behavior, and effectively collaborate with others in an instructional setting while working independently. Students interested in learning more about RVC or taking a course through RVC should speak with their counselor.

## **Special Education**

Special education programs are available to high school students who meet specific eligibility criteria in the following program areas: specific learning disabilities, intellectual disabilities, emotional and behavioral disorders, speech/language impairments, visually impaired and/or hearing impaired, orthopedically impaired, other health impaired, autism, and traumatic brain injury. All due process procedures as mandated by state and federal laws are strictly followed. Special classes are available for students who require more structured learning in a small group setting. Upon completion of these classes, students who meet the requirements will be given a regular course number indicating that the course may be used toward a diploma. Students meeting Individual Education Plan (IEP) objectives only will be given elective credit toward a diploma or credit toward an Employment Preparatory or Life Skills Preparatory Diploma. An Individual Transition Plan is written for each student to support his/her movement from school to adult life. For further information, contact Learning Support, 1127 West Avenue, Conyers, Georgia 30013. 770-860-4231.

## **Summer School, Intercession, Credit Recovery**

High school students who do not successfully complete coursework needed to move on to the next grade or fulfill graduation requirements will be provided opportunities through summer school, intercession, or credit recovery to remediate this coursework for the needed credit. Students are encouraged to talk to their counselor about these opportunities and to discuss their eligibility to participate.

As of August 1, 2010, the NCAA Eligibility Center revised their guidelines and will no longer accept RCPS credit recovery courses for eligibility. Credit Recovery courses taken prior to August 1, 2010 will be reviewed under the NCAA's previous guidelines. Students who exempt modules or finish a course in an abbreviated time frame may meet high school graduation requirements; however, they would not meet NCAA eligibility requirements under the new guidelines. NCAA guidelines only apply to student athletes who may choose to become college athletes. For detailed information, please see your counselor or school principal.

## **Test Preparation Information**

Ample test prep information is available to students on the Internet for free. Also there are test preparation materials available at each high school counseling office. The best preparation for any college admission test is by participating in rigorous coursework and by participating in the PLAN test in the 10th grade and the PSAT in the 10th and 11th grades. Using these tests as guides, students can get a wealth of test preparation help. Visit these websites for test preparation information: [www.act.org](http://www.act.org) (ACT), [www.collegeboard.com](http://www.collegeboard.com) (SAT), [www.gacollege411.org](http://www.gacollege411.org).

## **Youth Apprenticeship Program**

The Youth Apprenticeship Program (YAP) is a program of study combining school-based learning with structured work-based learning, which leads to a high school diploma, post-secondary credential, and a certificate of occupational skills. Students 16 years old and older who are interested in preparing for a career while enrolled in high school select a course of study such as: Automotive (service or collision), Banking and Finance, Business, Drafting and Design, Electrical, Law Enforcement, Health Occupations, Horticulture, Culinary Arts, and Teaching.

The sequence of courses guides each student's academic preparation. On-the-job training, guided by a skilled work-based mentor, prepares the student for entrance into a post-secondary institution. Students are paid for their work experience as businesses help produce successful workforce candidates.

# **Planning Beyond High School**

## **After High School Planning Assistance**

### **College/Post-Secondary Education**

Numerous resources are available in the counselors' office and the career center regarding information about colleges and universities in Georgia and beyond. In addition, periodicals and software programs are also available to offer assistance with college applications, financial aid, and scholarships.

### **Employment**

Assistance in seeking employment is available at each high school through the technical/career department.

### **Military**

Recruiters are readily accessible to discuss with students and their parents the many opportunities available in the Armed Forces. ASVAB testing is available to assist students in planning for this option. Information on military careers, including officer training, is available from your counselor as well as in the career center.

### **Technical/Vocational Schools**

Opportunities for technical training are available at some 27 public area technical schools and two statewide technical schools. In addition, many private training institutions are available. Counselors have this information for their students.

# Post-Secondary Planning Calendar

## 9th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Continue to focus on career possibilities.
3. Visit the career center to become familiar with resources.

## 10th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Begin a formal measure of career interest and aptitude (i.e. Self-Directed Search, GCIS, [gacollege411.org](http://gacollege411.org)). Discuss your results with parents, other adults, teachers, and peers. Plan to take elective courses that are related to your career interests, and visit some job sites.
3. All 10th grade students take the PSAT in the fall of the sophomore year. The PSAT is given once in October.
4. All students in the 10th grade take the PLAN in the fall. Scores correlate highly with ACT scores and academic preparation. The career interest inventory is also helpful.
5. Volunteer in a career field of interest.

## 11th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Take the PSAT again in the fall of the junior year. Students must register to take the PSAT. Check with counselors prior to October regarding the PSAT date. To qualify for National Merit Scholarship and other scholarship competitions, the PSAT must be taken during the junior year.
3. Visit the high school counselor regularly. The counselor will guide students in the exploration of possibilities and in the application process. Take advantage of books, videos, and catalogs in the counseling office, media center, and career center.
4. Begin to visit post-secondary campuses.
5. Register with the NCAA Clearinghouse if interested in athletic participation in a Division I or II school (after second semester grades have been posted). Be familiar with NCAA credit recovery acceptance policy on page 18.
6. Visit campuses.
7. Consider taking an internship as part of your school schedule.
8. Volunteer in a career field of interest.

## 12th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Students planning to enter college take the SAT and/or ACT in the fall. Check post-secondary catalogs or the College Handbook to determine which test is required for admission.
3. Maintain an academically rigorous course of study.
4. Talk with representatives of post-secondary schools when they visit the high school campus, attend the PROBE Fair, obtain scholarship information, and note test registration dates.
5. Select post-secondary and technical schools to which you would like to apply.
6. Visit the career center. Request information about scholarships, applications, catalogs, and financial aid. Sign up for scholarship notifications on [www.fastweb.com](http://www.fastweb.com)
7. Submit application, application fee, and a copy of the high school transcript to at least two colleges. Prospective Division I or II athletes must send final transcript to the NCAA Clearinghouse.
8. Obtain Free Application for Federal Student Aid form (FAFSA) from counselors or post-secondary institution after January 1. Forms are also online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Private institutions may require additional forms.
9. Visit post-secondary institutions of choice.
10. Finalize post-secondary choices.
11. Consider taking an internship or apprenticeship in a career field of interest.

## **Post-Secondary Admissions Standards**

The high school curriculum is the cornerstone of the University System of Georgia admissions policy. Students should pursue a challenging and rigorous high school curriculum to be best prepared for a successful college experience. Students should consult with their high school counselor and parents to select courses suitable to their ability level in each subject area.

While the rigor of the high school curriculum is very important, it is not the only factor considered when determining an applicant's potential to succeed in college and eligibility for admission. The grade point average (GPA) in academic courses and standardized test results (SAT and ACT) are also considered. Information regarding these requirements can be found online at [www.gacollege411.org/StudentPlanner/CollegeEntranceRequirements/usg](http://www.gacollege411.org/StudentPlanner/CollegeEntranceRequirements/usg). Some colleges also have additional requirements and admission requirements vary depending on the type of college and space available. Prospective students should check with the admission office for additional information.

## **Taking a Foreign Language**

While the Georgia Department of Education will no longer require students to complete two years of a foreign language in order to graduate from high school (after 2012), the colleges and universities comprising the University System of Georgia WILL require the completion of two years of the same foreign language or two years of sign language in order to be considered for admission.

For online assistance planning for post-secondary options, visit [www.gacollege411.org](http://www.gacollege411.org).

## **Financial Assistance**

Financial aid is available for attending post-secondary institutions such as colleges, technical schools, and career training schools. Upon application to the post-secondary institution, contact the school's financial aid officer to request the appropriate financial aid forms and to obtain additional scholarship information. Financial aid forms are used to determine the distribution of loans, grants, scholarships, and work-study opportunities for incoming students.

Students need to contact post-secondary institutions for information about campus-based awards. Students need to contact individual departments, if they have strong interests or talents in an area, to request information and special scholarship offerings.

All students should complete the Free Application for Federal Student Aid (FAFSA) in January of their graduation year. Go to [fafsa.edu.gov](http://fafsa.edu.gov) for online completion and instructions.

## **HOPE Grant and Scholarship**

Helping outstanding Pupils Educationally (HOPE) is a program funded by the Georgia Lottery. Georgia residents enrolling in a technical certificate, diploma, or degree program at an eligible Georgia public or private college, university, or public technical college, may be eligible for HOPE funding. Recipients may be required to demonstrate academic achievement. New academic requirements for the scholarship are included in the HOPE legislation which will impact students graduating from high school on or after May 1, 2015. These changes and more information can be found at [www.gacollege411.org](http://www.gacollege411.org) or by calling 1-800-505-4732.

## Other Types of Financial Aid

**Loans:** A loan is money that you borrow and must repay with interest to the lender.

**Grants:** Money that is awarded as financial aid that does not have to be repaid. To apply for grant money, you must complete the appropriate financial aid form.

**Scholarships:** There are numerous scholarships available to Rockdale County students. Students should listen to school announcements regularly regarding the availability of scholarships and the criteria for selecting scholarship recipients. Many scholarships are based on some combination of leadership, financial need, and/or academic achievement. For entering freshmen, high school averages and SAT/ACT scores are often considered. To apply, complete the sponsoring agency's application for financial aid. Contact the financial aid office of each school you are considering to inquire about available scholarships.

**Work-Study:** Post-secondary work-study opportunities provide jobs for students who show financial need and who must earn a part of their educational expenses. This is a federal program administered by the college's financial aid office. To apply, complete the college's application for financial aid.

**Eligibility For Collegiate Athletics:** The National Collegiate Athletic Association (NCAA) has established a central clearinghouse to certify athletic eligibility for Divisions I and II. This information is only relevant to students who want to participate in post-secondary athletics. If you intend to participate in Division I or II athletics as a freshman in college, you must be registered with and be certified eligible by the NCAA Initial-Eligibility Clearinghouse (CH). **As of August 1, 2010, the NCAA Eligibility Center revised their guidelines and will no longer accept RCPS credit recovery courses for eligibility.** Credit Recovery courses taken prior to August 1, 2010 will be reviewed under the NCAA's previous guidelines. Students who exempt modules or finish a course in an abbreviated time frame may meet high school graduation requirements; however, they would not meet NCAA eligibility requirements under the new guidelines. NCAA guidelines only apply to student athletes who may choose to become college athletes. For detailed information, please see your counselor or school principal.

Please note that initial eligibility certification pertains only to whether or not you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution. Please see the Athletic Director for further information.

## Additional Sources for Financial Aid Information

The technical, two-year college, or four-year college or university your child plans to attend is one of the best sources of financial aid. A counselor at the school can assist you with the financial aid process and let you know of scholarship opportunities available from the school. Local scholarship information is usually filtered through each high school's career center. Students are encouraged to check regularly with their career center coordinator regarding local scholarship opportunities. Also check with the Georgia Career Information Center at [www.gcic.peachnet.edu/](http://www.gcic.peachnet.edu/), Georgia College 411 at [www.gacollege411.org](http://www.gacollege411.org), and the Free Application for Federal Student Aid at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Georgia Student Finance Commission also provides assistance to those who have questions regarding financial aid. This office can be reached by calling 1-800-505-4732 or visiting [www.gacollege411.org](http://www.gacollege411.org). Students may also receive e-mail alerts for scholarships that they may qualify for by visiting [www.fastweb.com](http://www.fastweb.com).

## **Accel Program**

### **Award and Course Eligibility**

- Students who meet certain requirements may simultaneously be enrolled at an eligible public Georgia high school and an eligible Georgia public or private post-secondary institution taking college degree-level courses can receive an Accel Program award.
- Georgia residency and U.S. citizenship requirements for HOPE Program eligibility apply to Accel award eligibility as well. Residency and citizenship eligibility will be determined by the participating post-secondary institution.

### **Award Amounts**

- For students attending public post-secondary institutions, the award amount for Accel is the same as for the HOPE Scholarship Program (tuition, HOPE-approved mandatory fees, and a book allowance).
- For students attending private post-secondary institutions, the award amount for Accel is the same as for the HOPE Scholarship Program (\$3,000 per academic year), prorated based on the number of hours enrolled.

### **Program Limits**

- High school students enrolled in technical certificate/diploma programs will continue to be eligible for the HOPE Grant, rather than the Accel Program. Beginning Fall term 2004, hours for which HOPE Grant payment was received must be counted in the HOPE Grant Paid-Hours (63 semesters/95 quarters) and the Combined Paid-Hours (127 semesters/190 quarters) limits.
- All hours paid for by Accel will be included in the Combined Paid-Hours (127 semesters/190 quarters) limit, which includes payments from the HOPE Scholarship, HOPE Grant, and Accel programs

## **Move On When Ready Program (MOWR)**

### **Award and Course Eligibility**

- Students who meet certain requirements may simultaneously be enrolled at an eligible public Georgia high school and an eligible Georgia public or private post-secondary institution taking college degree-level courses full time can receive an MOWR Program Award.
- Georgia residency and U.S. citizenship requirements apply to all MOWR participants. In addition, participants must have been enrolled in a Georgia public high school the entire year previous to MOWR participation. Residency and citizenship eligibility will be determined by the participating post-secondary institution.

### **Award Amounts**

- Participating students must take a minimum of 12 semester hours each semester. The MOWR program will pay for tuition, fees and materials.

### **Program Limits**

- MOWR participation does not count against HOPE/Accel Combined Paid-Hours.
- Students and parents are responsible for all other possible expenses such as books, food, lodging, transportation, etc.
- Once a student has started course work in MOWR, he/she may not transfer to the Accel program. Students must stay full time in MOWR or transfer back to the home high school.

# Glossary of Terms

**ACT (American College Test)** – A national college admissions exam that consists of subject area tests in English, math, reading, science, and writing. Top score is 36.

**Agenda Book** – An organizational tool for students that includes the school handbook, calendar of school events, assignment book, and reference information.

**AP (Advanced Placement)** – College level classes taught during the high school years. AP classes culminate with a rigorous end-of-the-year exam that is scored on a 1-5 point scale. Some colleges give course credit for scores of 3 or higher.

**Career Academy** – A school model using CTAE that blends academic rigor, relevance of instruction, and building partnerships with students and adults. It provides a college preparatory curriculum based on a career pathway that allows students to see relationships and connections between academic subjects and their application in the real world of work.

**Career Pathway** – A course of study established to help students align their academic and career, technical and agricultural studies to better prepare them for graduation, post-secondary education, and career opportunities.

**Career Readiness** – Involves 3 major skill areas: core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities (these are the same for college readiness); employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway.

**Carnegie Class** – A high school level class for which a student can earn credit toward graduation requirements.

**Class Rank** – A student's standing based on his or her cumulative grade percent average as compared with that of other members of the class. In a class of 100, the student with the highest grade percent average would be Number 1 and the lowest Number 100.

**Core Courses** – Refers to Language Arts, Mathematics, Science, and Social Studies coursework. (For college admission standards, Modern/Classical Language credits also are included in the Core Course category.)

**Credits/Units** – The terms credits and units are used to identify how much each course passed counts toward meeting the 24 credits/units required for graduation from high school.

**CTAE (Career, Technical, and Agriculture Education)** – Courses with an emphasis on technical, academic, and workplace skills such as problem solving, communication and teamwork, to ensure career and college success.

**Elective Courses** – Classes that may be selected by the student and are included in the 24 credits required for high school graduation.

**Eligibility** – Mandatory guidelines for student participation in sports and extracurricular activities. Check with your local school athletic director for details.

**EOCT (End of Course Test)** – EOCTs measure learning of the statewide curriculum in selected courses to ensure that high academic standards are being met in all Georgia high schools as required by the State Board of Education.

**EOPA (End of Pathway Assessment)** – End of Pathway Assessments are national industry-developed certifications or national occupational assessments or state licensures or state issued certificates. The assessments determine the knowledge, skill and understanding gained by the student in the career pathway. The assessments also provide pathway completers the opportunity to earn certification or certificates that are recognized throughout the state and nation while still in high school.

**GHS GT (Georgia High School Graduation Tests)** – A series of five exit exams that all high school students through 2014 in Georgia must pass to graduate. The GHS GT is taken in 11th grade.

**Graduate School** – A school that awards advanced academic degrees (i.e. master's degree, Ph.D.) with the general requirement that students must have earned a previous undergraduate (bachelor's) degree.

**Honors Class** – A rigorous class at the middle and high school level that is paced faster and covers content deeper.

**Postsecondary** – Referring to college or technical college/institute coursework.

**Prerequisites** – Courses, test scores, and/or grade level that must be completed before taking the next sequential course, grade, etc.

**PLAN** – The PLAN is a practice college admissions test similar to the ACT in format.

**PSAT (Practice Scholastic Aptitude Test)** – A scaled down version of the SAT, taken in 9th or 10th grade to help students prepare for their college entrance exam.

**ReadiStep** – A middle school assessment to identify academic gaps in preparation for high school.

**SAT** – Scholastic Aptitude Test is a standardized college entrance exam with verbal, math, and writing sections with maximum scores of 800 each.

**TCC** – Technical Certificates of Credit offered through Technical Colleges that can be completed in less than a year and offer education specific to on the job performance. The certificate courses are strictly program-related and can later be applied towards earning a diploma or degree.

**Technical College Diploma** – Typically takes a year and a half to complete and broadens your base of knowledge beyond the core courses found in a TCC. Diploma programs consist of program-related courses as well as general core courses such as English, Math, and Science.

**Transcript** – The complete record of all high school courses taken and grades earned. A student's transcript contains his or her cumulative record.

**WBL (Work-Based Learning)** – These placements represent the pinnacle of the CTAE experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. These opportunities include Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences.

**WBL Internship** – An internship may occur in two different forms.

**Short Term Internship Experience** does not result in the awarding of credit separate from the CTAE class through which the Internship is sponsored because the hours spent at the work site reflect equivalent time required for credit in that class. In other words, the Internship experience is replacing a certain amount of classroom seat-time. It may be thought of as an extended and more focused version of job shadowing.

**Internship Course** is a much more serious endeavor which involves a much greater commitment in terms of time and effort. Credit can be earned through this experience. In order for a student to participate in a long-term Internship resulting in course credit, the Work-Based Learning Coordinator, most likely with input from the related area instructor, advisory committees and other qualified parties, will be responsible for finding a placement which meets the requirements and conditions of the curriculum for that career path. The number of hours a student spends at the work site must meet or exceed an equivalent amount of seat time that would be required to earn credit in a class.

**WorkReady Certificate Testing** – Based on ACT’s nationally accredited WorkKeys® system, the Work Ready Certificate measures both core skills and work habits. The Core skills assessment measures skills in applied mathematics, reading for information and locating information, three skills that are highly important to the majority of jobs in the workplace.

**Youth Apprenticeship Program (YAP)** – A highly structured, on-site training program for 11th and 12th graders that includes the following:

- A detailed training plan between employer and apprentice that identifies specific work tasks that will develop workplace competency;
- A minimum of 144 classroom hours of related academic instruction and training;
- A minimum of 2,000 hours of on-the-job training;
- A progressive wage schedule established by the participating employer;
- On-site evaluation of the pupil’s performance;
- Training remediation as necessary at the school site;
- Structural linkage between secondary and postsecondary components of the program leading to the awarding of a high school diploma and postsecondary certification of occupational skills.



**Rockdale County Public Schools**  
**954 North Main Street ♦ Conyers, Georgia 30012**  
**770-483-4713    [www.rockdale.k12.ga.us](http://www.rockdale.k12.ga.us)**



**It is the policy of Rockdale County Public Schools not to discriminate on the basis of sex, sexual orientation, race, color, age, religion, national origin, or disability in educational programs, activities, or employment policies and practices.**