

Focus Learning Academy Credit Flexibility Plan 2011-2012

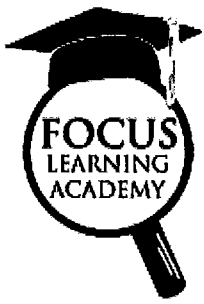


Updated July 2011



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What is Focus Learning Academy?

Focus Learning Academy is a state-funded charter school which helps teens and young adults earn their high school diploma while preparing for the workforce.

Focus Learning Academy Vision

The vision of Focus Learning Academy is to nurture success and empower students to become ethical and productive citizens.

Focus Learning Academy Mission

The mission of Focus Learning Academy is to provide a standards-based education to students in grades K through 12 that leads to a high school diploma and prepares them for post secondary education, specialty training or entry into the labor force.

Accelerating and Empowering Student Learning

Senate Bill 311 and the Rationale for Carnegie Unit Flexibility



In 2006, the Ohio General Assembly established the Ohio Core Curriculum (Senate Bill 311), which raised expectations for what all Ohio students must know and be able to do to earn a high school diploma.¹ At the same time, Senate Bill 311 directed the State Board of Education to develop a statewide plan for implementing methods for students to earn units of high school credit based on the demonstration of subject area competency. *In addition to raising the expectations for graduation, lawmakers provided flexibility to students and educators to successfully meet these higher expectations.*

Any serious effort to improve learning opportunities for all students must be rooted in getting the conditions for learning right. It must embrace new teaching and learning strategies to keep pace with changing times. It must place greater emphasis on demonstrated competence and mastery. It must move away from industrial age production processes and structures. And it must give schools new incentives and flexibility to achieve new expectations.

With system-level changes, schools will be empowered – and encouraged – to take actions that challenge traditional assumptions, promote personalized learning, redefine institutions, adopt new ways of thinking, and create new learning opportunities and pathways to success.

The directive contained in SB 311 is clear: By March 31, 2009, the State Board of Education shall adopt a plan that enables “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.” And once that plan has been adopted, school districts, community schools and chartered nonpublic schools “shall comply” with the provisions of the plan, phasing them in during the 2009-10 school year.

Ohio’s Plan for Credit Flexibility

- *Offers learning opportunities not found in the one-size-fits-all factory process model.*
- *Focuses on performance, not counting seats and hours.*
- *Acknowledges and addresses students’ differing learning styles, paces and interests.*
- *Offers students opportunities to demonstrate creativity, explore academic and career interests, and practice critical thinking.*

The rationale for this provision of the law is equally clear. With the plan’s implementation,

- *Students will be able to show what they know and move on to higher-order content they are ready to learn and have not yet mastered; and*
- *Students will be able to learn subject matter and earn course credit in ways not limited solely to “seat time” or the walls of a school building.*

¹ Ohio Core raised the graduation requirements to 4 units of mathematics (including Algebra II or equivalent) and 3 units of science (including a lab based science).

Credit flexibility is designed to *broaden the scope* of curricular options available to students, *increase the depth of study* available for a particular subject and *tailor the learning time or conditions needed* (to shorten or lengthen the time necessary to complete a high school diploma and/or postsecondary degree). In these ways, *students can customize* aspects of their learning around more of their interests and needs.

With this flexibility, students will be more engaged in and will have a greater sense of ownership of their learning. Dropout rates will be lower and learning will be accelerated. More students will cultivate the habits of mind that are essential for success in careers, postsecondary education and lifelong learning.

Credit flexibility acknowledges that while the system must engage learners in high-quality learning experiences (or facilitate and help certify learning), not all learning happens inside the classroom or in formal settings. Therefore, credit should be awarded based on competency regardless of the time spent in a course.

In order to move beyond a one-size-fits-all system, students must have the flexibility, indeed the right, to exercise options that meet their individual learning needs (which are vital to their individual success and our collective success). In other words, students must have options to customize their learning, including flexible schedules. They must have a choice of modalities, including technology. They must have opportunities to pursue niche interest areas, combine subject areas and graduate early.

Ultimately, we want students to learn, to fulfill their potential, and to develop their skills and motivations as learners (e.g., learning how to learn). We want them to ask questions, solve problems and manage the continuous change that underscores life.

This is the basis for the Ohio Credit Flexibility Design Team's efforts to allow greater credit flexibility by shifting Ohio's focus from evaluating student learning based on an obsolete notion of "seat time" to directly assessing students' academic performance, competence and mastery.

The Design Team is not recommending the elimination of Carnegie units or "seat time" requirements altogether. Rather, this report and plan retains seat time as one option and expands the total number of options for earning credit by adding demonstration of subject area competency and structures that support it irrespective of any time requirements.

Carnegie credit is tied to seat time.

"Under ORC §3313.603, 120 contact hours equals one high school credit. While useful for management purposes such as scheduling students and staff, the value of seat time as an accurate measure of student learning is limited. It's a proxy at best. Students can earn an A or a D and still get credit. Have we really prepared a student who gets a D? There's no question that students master content standards at different rates. To learn Algebra, I've seen them need as little as six weeks and as much as 20 weeks. The time doesn't matter to me, but the mastery does."

Design Team Member

Ohio's Plan for Credit Flexibility

Creating Learning Options, Ensuring Quality



Based on their experience and the available research, the Design Team recommends that the State Board of Education's action plan include the following provisions:

- ***The Carnegie Unit will be retained, while students will have options for demonstrating subject area competency and for earning credit.*** Students may choose to earn credits through the completion of courses (i.e., seat time). Or, they may choose to “test out” of a course or pursue one or more “educational options” (e.g., distance learning, educational travel, independent study, internship, music, arts, after-school program, community service or other engagement project and sports). In any of these cases including a hybrid approach, students can demonstrate their subject area competency for credit. In all of these instances, learning will be guided by the Ohio Academic Content Standards.
- ***All students will have opportunities to earn credits through flexible methods.*** Some students will prefer traditional methods, especially when their learning styles are well suited to the current modes of delivery, but all students will be allowed to advocate for and take advantage of this opportunity (this includes students with disabilities, gifted students, under-credited and over-aged students at-risk of dropping out, incarcerated students, English as second language learners and any student eligible to earn high school credit).
- ***Credit flexibility will pertain only to high school credit.*** At this time, the provision applies only to students who are earning high school credit. It could include a middle grades student or younger who is eligible to earn high school credit. For this reason, students may benefit from early exposure and awareness about their options for learning including demonstration of subject area competency.
- ***There is no limit to the kinds of course work, nor to the number of credits, that can be earned.*** Students can earn credit in core (mathematics, science, English) and non-core subject areas (physical education, electives), and academic and career technical coursework under this provision. As well, there will be no limit on the number of credits towards graduation that can be earned in this way.
- ***Credit will be reported on student transcripts in the same way that seat time credit is recorded.*** Transcripts should not indicate that this credit was earned in any way different from other credit or in any way that could disadvantage a student in their application to postsecondary or work opportunities beyond high school.
- ***Credit will be a local decision.*** Teachers will make determinations about learning that influence the awarding of credit (as they do now). Yet, other mechanisms may be used to “inform” a credit determination. This could involve the use of a multi-disciplinary teaching team, a professional panel from the community (e.g., business, higher education or a community expert), or a state performance-based assessment in one of the core content or technical certification areas. As with Educational Options, it is expected that teachers and

students will pre-identify and agree on the learning outcomes that align with the state's academic content standards, and on how these outcomes will be assessed.

- ***Local boards of education will establish policy to guide implementation at the local level.*** Boards of education will adopt policies in accordance with guidelines set out in the plan and establish additional provisions as may be necessary. Local boards will be prohibited from establishing policies that negate or otherwise prohibit access to the essential tenets and intent of this “plan for credit flexibility” (guidelines provided on page 13).
- ***To ensure statewide equity, state entities should invest in and utilize technology platforms and/or consider specialized provider agreements.*** Increasingly, electronic and open source platforms provide a means for building and sharing collective knowledge. This strategy can help move the state beyond the notion that education and quality is limited by geography or the talent or specialties available in any one school, district or community. For example, Florida's Virtual School provides statewide capacity and already is used by some Ohio districts.³ The state could sponsor its own online coursework or it could assist by rating on line providers or issuing guidance documents for potential consumers – whether individual and organizational.⁴ An open source platform is another way the state can build capacity to collect and rate locally generated assessments and rubrics to provide consistency or quality assurance. This may be especially useful with new requirements related to senior projects and service learning.
- ***Information about practices, models and research will be collected and disseminated statewide.*** The state has an opportunity to build on the good work local education innovators are already doing. These examples and illustrations can be used to quickly ramp up the capacity and awareness of educators and community partners with regard to what can be done and how to do it. Moreover, the state can begin to collect and review data to better inform the review of this plan, and it's relationships to high school redesign and system change. The state should consider following students after high school graduation and reporting their success rates.
- ***In recognition of the changing expectations around learning, support for and investment in ongoing professional development for educators remains important.*** The Design Team recognizes that certifying and facilitating learning, especially learning that occurs outside the classroom, may require some different skills for teachers. State entities should align teacher and administrator preparation systems and seek to leverage existing professional development providers and support networks (see list of capacities for more information). At the same time, the Design Team envisions teachers and schools utilizing capacities that exist externally and continuing to work from their strengths. For example, teachers are licensed to

³ The state may also consider capacities provided through eTech Ohio, Connect Ohio, iTunes U, federally funded Communities of Practice and/or other Ohio providers of eLearning platforms.

⁴ An additional role the state may consider is establishing agreements with specific business entities to allow any training and development provided and mastered through those entities to count as credit earned towards graduation. This strategy is currently being explored in the United Kingdom and may prove advantageous for Ohio.
<http://www.msnbc.msn.com/id/22887042/from/ET/>

teach content areas and grade levels; they have a passion for students and their learning; they understand the expectation for learning outlined in the state's academic and technical content standards. Experts in the community, in higher education and business and online provide an additional resource – an opportunity for specialized content, relevance and mentoring connections. Teachers should not be expected to know what these experts know and do. For this reason, teachers may choose to use “experts” in determining, assessing or demonstrating the acquisition of academic, technical and soft skills (e.g., interpersonal skills, professionalism, and responsibility).

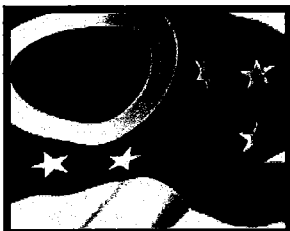
- ***Policies should be aligned in ways that help make credit flexibility actionable statewide.*** The state should remove critical system barriers where it is able and develop system capacities to better utilize credit flexibility where needed. This includes recommendations such as changing the language of the Operating Standards and Educational Options so that it can be funded and more schools will be motivated to use it with students. Additionally, the Design Team recommends a strategy for harnessing the collective wisdom, energy and leadership of those known as “early adopters” (e.g., those willing try new technologies or strategies) and using their experience to inform areas identified as in need of change. The goal of early adoption is to serve more students in individualized ways to ensure their success (and positively impact performance ratings on school and district accountability). In doing so, the state seeks to learn how to support a system designed to graduate and prepare each and every student.

Opinions differ widely on the best strategy for early adoption.⁵ However, several possibilities exist and they all address the underlying need for policy alignment. Specific examples include (1) developing networks and guidance to inform the design of high quality performance based assessments; (2) identifying coding options to remove issues around attendance reporting for students learning offsite, accelerating or testing out; (3) pursuing a proportional weighting system and flexibility within the multiple assessment strategy so that students are assessed in accordance with their aspirations, next steps and/or transition after graduation to postsecondary and work; (4) integrating credit flexibility into high school redesign efforts and/or efforts to better define, identify and share examples of quality senior projects and service learning; and (5) authorizing use of a range of high quality assessments to build local and state “testing out” capacity.

⁵ Acknowledging the evolving fiscal climate, state policy makers may want to re-visit the focus and purpose of early adoption to ensure alignment with priorities identified in the final approved State Budget (expected June 2009), Federal Stimulus Funding and/or strategic priorities related to Department of Development and Board of Regents.

Anticipated Benefits of Credit Flexibility

by Stakeholder Group



For students and families ...

- More choice and autonomy in deciding how, when and where students learn
- More options for individually suited pathways to post-secondary and career goals
- Acceleration and convenience including more options for courses in school schedule (especially for fitting in electives)
- Better preparation for the world beyond secondary education, including college

For teachers and counselors ...

- Increased flexibility and autonomy to choose the best paths to support individual learning
- Increased opportunity for collaboration and interdisciplinary work
- Increased capacity and added convenience of being able to support learning alternatives through business, community and technology resources
- Shared accountability for student learning and performance

For schools and districts ...

- Ability to broaden and deepen access to electives that engage students
- Ability to maximize community resources to meet student needs (share true costs and benefits of learning)
- Flexibility to determine how to best meet the needs of students and other community stakeholders as well as increase Local Report Card rating and thus, the community support for schools
- Ability to market the district's best assets and tailor strategies to the needs and resources of a particular school or district

For business and community ...

- Ability to educate and build relationships with students and educators about industry opportunities, competencies, and trends
- Opportunities to attract and retain Ohio students as future employees and community partners
- More and better information about student interests, capacities, and preferences for current and future employment and community involvement especially growing young local talent
- Opportunity to directly add value to the education system and engage in meaningful partnership in support of education, workforce development and community outcomes

For the State of Ohio ...

- Better return on taxpayer dollars invested in education (reduction of dropout numbers)
- More and better prepared workers and post-secondary students
- Increased well-being of communities from success of its members
- Increased efficiencies for all parties from increased involvement of community, business, and postsecondary partners in high school preparation

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan that enables students to earn high school credit by:

1. completing coursework;
2. testing out or showing mastery of course content;
3. pursuing an educational option and/or an individually approved option and/or
4. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date:]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio’s plan for credit flexibility shifts the focus from “seat time” to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;

3313.614; 3313.90

3321.04

Chapter 3324

Chapter 3365

OAC Chapter 3301-34

3301-35-06

Chapter 3301-46

Chapter 3301-51

Chapter 3301-61

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis;
2. allow for demonstrated proficiency options on an on-going basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count towards course requirements for graduation;
5. determine credit equivalency for a Carnegie unit;
6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;
7. allow for both simultaneous credit and/or partial credit to be earned;
8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;
9. allow, if so desired, for the acceptance of credit from other districts and educational providers;
10. establish provisions for instances when students do not or cannot complete requirements and
11. establish a review process and submit data to the Ohio Department of Education about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

File: IGBM-R

The Ohio Department of Education recommends that the Superintendent maintain a "library" of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date:)

NOTE: THIS IS A REQUIRED REGULATION



Focus Learning Academy Credit Flexibility **General Guidelines & Understandings**

Process

- **Any student interested in pursuing a course through Credit Flexibility should do the following:**
 1. **Make an appointment with the Dean of Students to learn about the Credit Flexibility process and guidelines**
 2. **Complete a FLA Credit Flexibility Application**
 3. **Submit completed application to school* Credit Flexibility Committee for review**

**Each Focus location will have a Credit Flexibility Committee*
- **The Credit Flexibility Committee will meet on a monthly basis to review requests and will notify students accordingly**
- **If a Credit Flexibility Application is not approved by the committee, the following will occur:**
 - **Feedback/recommendations will be given so the student may revise and resubmit the application one additional time.**
 - **If the credit flexibility application is not approved a second time, the following options will be offered to the student:**

- **The student may request a meeting with the Credit Flexibility Committee and the school director to appeal the denied application. All decisions from this meeting will be FINAL.**
- **The student may ask to be put in the traditional academic course in the LMS for review purposes.**

Grading

- **Course grading will depend on the traditional course offering credit value (A-B-C-D-F versus Pass/Fail)**
- **A minimum grade of 80% is required to pass the test-out option for all courses.**

Timeline for Credit Flexibility Option

- **Test-Out Option**
 - **Students will have the option of testing for a ½ or full credit.**
 - **The test-out option will be offered twice a year**
 - **For the 2011-2012 school year, the following dates apply:**

- **Dec 16, 2011 application deadline for winter testing**
- **April 27, 2012 application deadline for spring testing**

- **Educational Option(s)**
 - **The student will have 120 days to complete the credit flexibility action plan approved by the Credit Flexibility Committee.**
 - **At 60 days and 90 days, a progress review will take place. If the teacher of record feels that the student is not making adequate progress the student may be withdrawn with penalty from the course.**
 - **If the student is making adequate progress but needs more time, the teacher of record can elect to extend the timeline up to 180 days.**

Other Important Information

- **For each attempted course a student would like to use credit flexibility for, a new application and action plan must be submitted for review.**
- **The NCAA does not currently recognize/accept credits earned through Credit Flexibility.**



Focus Learning Academy **Credit Flexibility Educational Options**

- **Demonstrating Proficiency (Testing Out)**
- **Flex Plan for a non-Focus course offering**
- **Educational Option**
 - **Project(s)**
 - **Performance/Labs**
 - **Portfolio**
 - **Presentation**
 - **Internship**
 - **Travel**
 - **Performance Indicators**
 - **Community Service**
 - **Research Paper/Project**
 - **Correspondence Course**
 - **Culminating Project**

FOCUS LEARNING ACADEMY

Application for Credit Flexibility

STUDENT INFORMATION

School: _____ Date: _____

Student's Name: _____ Grade: _____

Address: _____ Apt #: _____

City: _____ State: _____ Zip: _____

Date of Birth: _____ Parent/Guardian Name: _____

Home Phone: () _____ Cell Phone: () _____

	YES	NO
Please indicate if you are on an IEP, 504 or Intervention Plan.		
Please indicate if you receive English as a Second Language services.		
Will this decision affect your athletic eligibility?		

COURSE INFORMATION

Course Title: _____ Credit Value: _____

Type of Course: _____ Required Credit _____ Elective Credit

Teacher Advisor: _____ Teacher of Record: _____

What prerequisites have you taken to prepare for this course? _____

FLEXIBILITY PLAN

Plan Option: Please check one. A new proposal form must be completed for each course.

_____ A. Demonstrating proficiency of an existing Focus Learning Academy course (testing out*).

_____ B. Create Flex Plan for a new course not currently offered at Focus Learning Academy.

_____ C. Pursue Focus Learning Academy approved Educational Option (Internship, Independent Study, on-line option, etc.).

If you choose **Option B or C**, please indicate the assessment method you will use to earn flexible credit: (you may choose more than one):

- | | | |
|------------------------|------------------------------|------------------------------|
| _____ Project(s) | _____ Presentation | _____ Community Service |
| _____ Performance/Labs | _____ Internship | _____ Research Paper/Project |
| _____ Portfolio | _____ Travel | _____ Correspondence Course |
| | _____ Performance Indicators | _____ Culminating Project |

Timeline of Study (based on the duration of the course):

- Start Date: _____
- Progress Check 1: _____
- Progress Check 2: _____
- End Date: _____

List the name and contact information of the organization and/or individual supporting your proposed credit activity: (if any):

Name: _____ Organization: _____

Phone Number: (____) _____ Address: _____

***Applications for testing out must be submitted one month prior to testing. Deadline dates are as follows:**

December 16, 2011 for Winter Testing

April 27, 2012 for Spring Testing

STUDENT ACTION PLAN

Learning Goals:

Answer the question: Why are you interested in taking a Credit Flexibility course and how does it relate to your future goals?

(Record on a separate sheet and attach to this form).

Answer the question: What will I learn?

(Learning Goals should completely identify the learning that will take place and should be tied to Focus Learning Academy curriculum maps as appropriate. Record on a separate sheet and attach to this form. Guidance from your Teacher Advisor is permitted).

Action Plan:

Answer the question: How will I learn this curriculum?

(Identify activities and action to accomplish the learning goals. Record on a separate sheet and attach to this form).

Assessment:

Answer the question: How will I show I have learned the curriculum?

(Identify the projects, presentation, written assignments, tests and/or other assessments to show what has been learned. Record on a separate sheet and attach to this form.)

Timelines

All requirements and timelines must be defined by the student in the plan.

STUDENT/PARENT CONTRACT

The student and parent must initial each item below as indication of having read and accept the following terms:

Student

Parent

The student holds primary responsibility for the overall success or failure of the course.

The student is expected to meet the timelines set forth by the teacher of record prior to completion of the flexible credit.

The student will have until _____ to complete the course or the student may be withdrawn with penalty from the course.

_____ _____
The student's teacher and/or other school authorities have the right to cancel the credit/course option if: (1) The student does not regularly and actively engage with the teacher and course material; (2) The student does not meet progress monitoring check deadlines to complete the course. (3) The student does not meet attendance requirements set forth by the school.

_____ _____
The student has the right to appeal a grade or being withdrawn from his/her educational option. *See Appeals Process.

_____ _____
The student will be expected to independently fulfill the work required to complete the course.

_____ _____
The student must complete all work by the due dates agreed upon in this contract.

_____ _____
Focus Learning Academy Credit Flexibility may impact a student's athletic eligibility...(NCAA highly discourages prospective Division I student-athletes from the Test Out component of credit flexibility).

_____ _____
The grade earned will appear on the student's transcript, regardless of the final grade.

I understand the Credit Flexibility Option is an intensive process designed to allow me to work at my own pace to complete this course.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Teacher Advisor: _____ Date: _____

Teacher Awarding Grade: _____ Date: _____

Dean of Students: _____ Date: _____

School Director: _____ Date: _____

Athletic/Activities Director: _____ Date: _____
(if applicable)

Community Mentor: _____ Date: _____
(if applicable)

FOCUS LEARNING ACADEMY
Student Credit Flexibility Application
FOR OFFICE USE ONLY

School: _____ Grade: _____

Student's Name: _____ Date of Birth: _____

Address: _____ Apt #: _____

City: _____ State: _____ Zip: _____

Contact Number: (____) _____

Date Application Submitted: _____

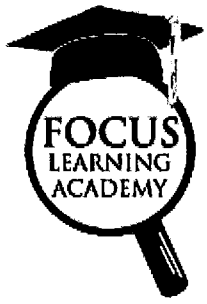
Received by: _____ Position: _____

Submission Approval: _____ Approved _____ Denied

Reason(s) for Denial of Submission:

Resubmission Date: _____

Signature of School Director: _____ Date: _____



Focus Learning Academy Credit Flexibility Communication Plan

	Building	District	Target Audience
Website		X	Students, Parents
Staff Inservice	X	X	Staff
Bulletin Board	X		Students, Parents
School Newsletter	X	X	Staff, Students, Parents
Pamphlet	X		Students, Parents
Board of Education Meetings		X	Board of Education

	Building	District	Target Audience
Facebook	X	X	Parents, Students, Community



Focus Learning Academy Credit Flexibility Frequently Asked Questions

Q: What is Credit Flexibility?

A. Credit Flexibility gives high school students the opportunity to earn credit by completing traditional coursework, by testing out or otherwise demonstrating mastery of the course content, and/or by pursuing one or more educational option.

Q: What courses are available through Credit Flexibility?

A. All courses currently offered at Focus Learning Academy are available to pursue through Credit Flexibility.

Q: Is there a limit to the number of courses I can take through Credit Flexibility?

A. No, there is no limit to the number of courses a student may pursue through Credit Flexibility.

Q: I am interested in Credit Flexibility – what do I need to do first?

A. Schedule an appointment with your Dean of Students to discuss the program, the course you may be interested in pursuing, and pick up an application. Once you fill out and return your application, your Credit Flexibility Application will be reviewed.

Q: Who reviews my Credit Flexibility Application?

*A. Your Credit Flexibility Application is reviewed by the Credit Flexibility Committee at your respective school (Focus East or Focus Southwest). This committee will consist of the Dean of Students and one or more teachers. *Committee members may vary between Focus locations.*

Q: Does the teacher of record for a Credit Flexibility option have to be a Focus Learning Academy teacher?

A. The teacher of record must be a Focus Learning Academy teacher who is licensed by the State of Ohio to teach the course being accessed through credit flexibility.

Q: I may choose to play sports in college – can I still pursue courses through Credit Flexibility?

A. The NCAA does not currently recognize/accept course credit earned through Credit Flexibility. If you are thinking of pursuing athletics in college, Credit Flexibility is not an appropriate option for you.