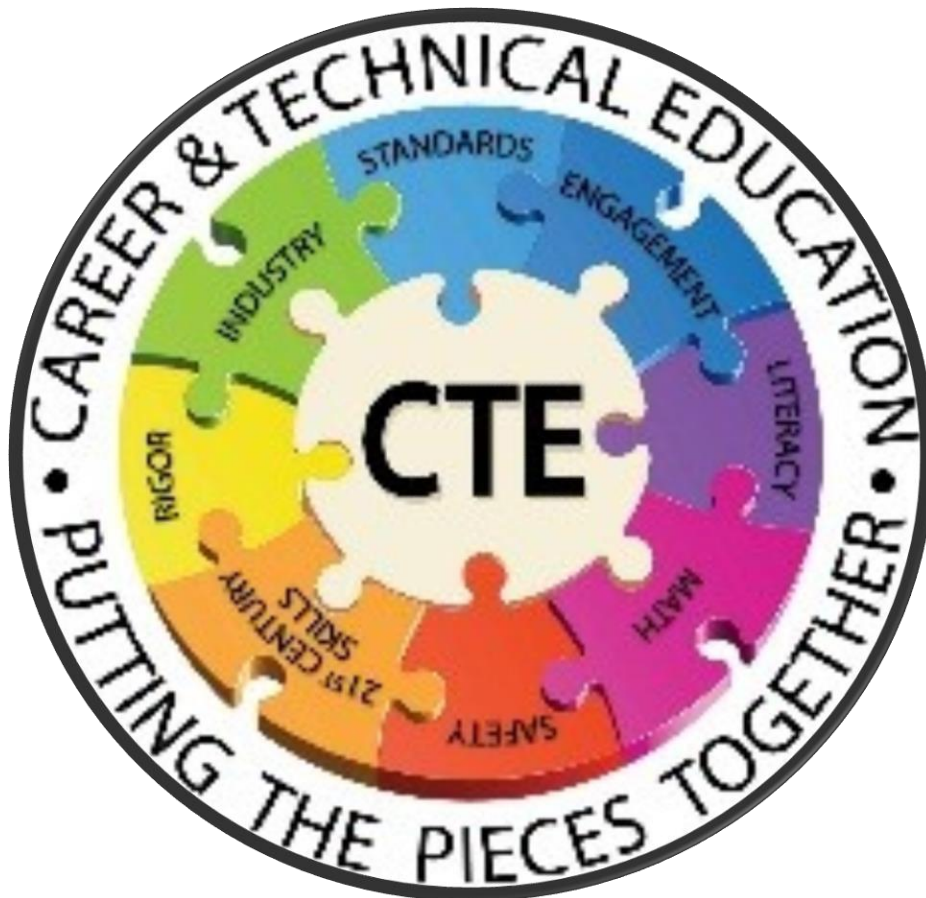




FOCUS LEARNING ACADEMY SOUTHEAST, SOUTHWEST & FOCUS NORTH HIGH SCHOOL



CAREER & TECHNICAL EDUCATION DEPARTMENT CAREER ADVISING POLICY

This policy on career advising will be reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions, and district residents. The policy is posted on the Focus website.

MODEL CAREER ADVISING POLICY: 1

1. **Focus** students will have ample opportunities throughout the school year to register for *Ohio Means Jobs K-12*, and *Career Cruising Online Career Portfolios*. Students will explore the online tools and resources offered by these two career planning systems such as; resume building, college prep assessments- SAT/ACT, real-world budgeting, learning more about specific career interests, in-demand jobs, possible occupations, and potential salaries.

Therefore, students are strongly encouraged to link selected career pathways to their coursework by completing at least three activities using Ohio means Jobs K-12, and/or Focus secondary online career planning system Career Cruising accordingly to appropriate grade level 9-12. Additionally, the CTE instructors will extract activities, and lessons from [Career Connections Learning Strategies offered by the Ohio Department of Education](#). It is our goal to help students to connect schoolwork to one or more career fields through real work experiences, hands-on activities, and other implementation strategies.

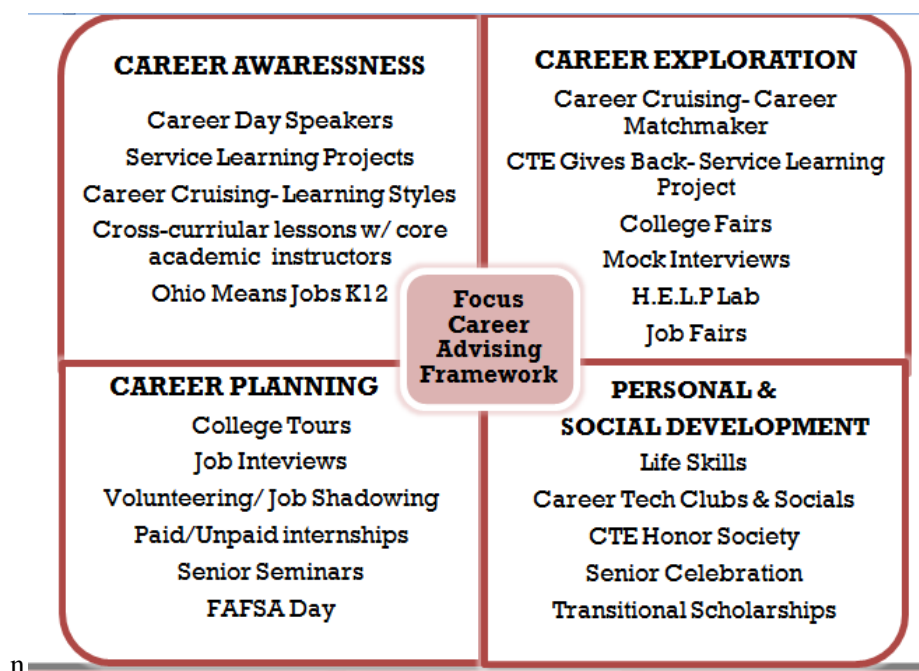
Grade 9-12 Student Activities	Tools and Assessments	School Activities	Learning Environment/Responsibility
Set up OhioMeansJobs K-12 account Learning Style Survey	OhioMeansJobs K-12 Backpack or other career-information system Careercruising.com	Research project about businesses that represent in-demand career fields Share results of learning style survey with students	Career Tech Instructor Career Tech Instructor
Document reflection of career exploration activities completed	Electronic Portfolio or other career-information system	Internships (paid or unpaid) to gain work experience and workplace skills	CTE Department
Explore elective courses of interest in grade 10	High school course offering book and graduation requirements	Advise student on choosing electives that support exploring their interests	School Counselor, Advisor
Revisit your OhioMeansJobs K-12 account to update your information and continue planning	OhioMeansJobs K-12	Career Mentorships and school partnerships with business and industry	School Counselor, Advisor
Set up professional gmail account	Google.com	Students will create a professional gmail and email instructor a brief introduction	Career Tech Instructor/or CTE Director
Online Practice tests and test prep courses (PLAN/ACT, PSAT/SAT)	OhioMeansJobs K-12 or other career-information system	Job shadows with expectations for students to identify links between their learning and the workplace Career speakers and presentations by area professionals	Academic Adviser, CTE Instructor, or CTE Director
Students and Parents complete Free Application for Federal Student Aid	Fafsa.ed.gov	FAFSA Day	School-wide CTE Event
Service learning	Record project description and activities in Electronic Portfolio or career-information system	Community service or service learning projects where students have an opportunity to lead, organize and facilitate meaningful projects	CTE Instructor /or CTE Director
Continue Career and Academic Pathway Plan using information learned from exploring and researching careers	Record Career Pathway and Academic Pathway in Student Information System.	Include embedded Career Connections Learning Strategies across all content area courses	Academic Adviser, CTE Instructor, or CTE Director
Individual Planning – are you taking courses to reach your goals?	Student Success Plan	Individual Student Planning Review and Update Career Pathway Organizer, Academic Pathway Plan, Assessment Record, Career-Ready Skills Activities	Academic Adviser, CTE Instructor, or CTE Director

2. CAREER ADVISING

There are three major positions (Academic Advisers, CTE Instructors, and CTE Director) to which Focus provides career advising to students in grades 9-12. To meet the needs of our student's career interests, Focus Academic Advisers, CTE Instructors, and /or CTE Director will personally meet with each student at least once yearly, to discuss individual student career explorations, academic progress, and post-secondary options. Student's progress will be documented using student journals in DASL - Data, and Analysis for School Leadership.

- The **Academic Advisers** oversee the transcripts and records for each student. Each student will meet with the Academic Adviser to review their credits, assist in course selection, and discuss graduation plans. Additionally, the Academic Advisor will also coordinate testing required for high school graduation as well as have information for the college entrance exams such as the SAT/ACT. For qualified students looking to enhance their high school experience, the Academic Adviser can assist in participation in College Credit Plus.
- The **Career & Technical Education (CTE) Instructors** of Focus aim to ensure that students who participate in the CTE programs (Career-Based Intervention, Exercise Science & Sports Medicine, Interactive Media, Business & Administrative Services, Vocational & Job Training and Industry Credential Only) gain valuable work experience while in school, understand the relevance of their academic courses, complete the requirements to earn their high school diplomas and transition into institutions of higher education and/or the workforce.
- The **Career & Technical Education Director** oversees the CTE department, and is responsible for planning, developing, and implementing various CTE school-wide events throughout the year for all students. Each event is strategically designed to holistically provide career readiness opportunities, raise career awareness, career planning, and personal and social development.

Listed in the chart below are the various events that are hosted throughout the year for all students.

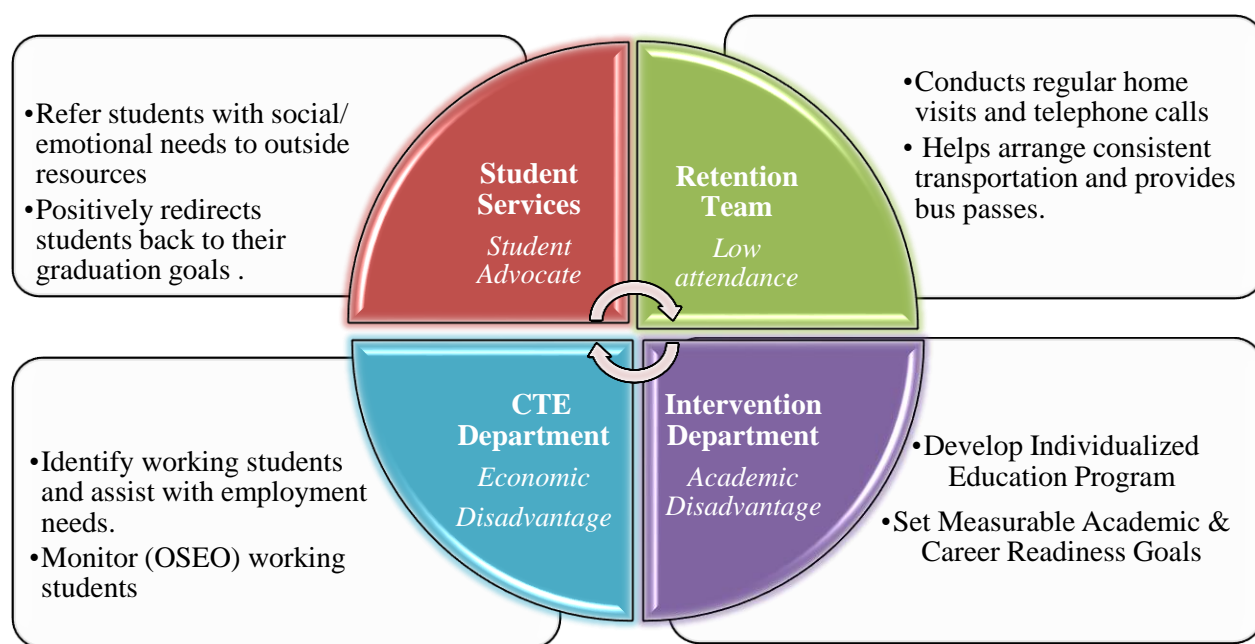


3. **Intervention for At-Risk Students**

There are several methods Focus uses to address students who are at risk of dropping out of school. Below is our implementation progress once a student is identified as at risk of dropping out of school.

- Referrals can be made by directors, teachers, and support staff by verbal and/or written communication and then is documented into student journals, using our DASL - Data and Analysis for School Leadership.
- Student Services help students to overcome social and emotional barriers that interfere with the student's ability to obtain their educational, and personal goals
- Retention Specialists help students to develop a consistent means of transportation to and from school; bus passes are giving out to assist.
- Intervention Department helps students who require extra intervention assistance; an Individual Education Plan is developed. Within the IEP academic goals, age-appropriate transition assessments and measurable postsecondary goals are written and implemented for students.
- Career- Technical Education Department helps students that are facing a financial crisis and are labeled economically disadvantaged by assisting them in job readiness training, employability preparation and placement, off-site educational opportunities, and gaining employment. Students who are suffering from financial difficulty often are in jeopardy of dropping out of school.

Focus Dropout Prevention Model



Focus has adopted the Student Success Plan model provided by the Ohio Department of Education under the [Career Advising Policy and Student Success Plan](#). The Focus Dropout Prevention team will collaborate on the implementation of the Student Success Plan. The student's parent, guardian, or custodians are always welcome to provide feedback on their child's process and request a copy if so desired.

4. TRAININGS ON ADVISING STUDENTS

CTE Instructors, Academic Advisers, and Directors have access to various resources, on how to advise students on career pathways by using the following: OhioMeansJobsK-12, Career Administration Management System, a host of local district training, Ohio Department of Education professional developments and training, and bi-weekly or monthly CTE meetings.

5. **ACADEMICS AND CAREER PATHWAYS TO EARN A HIGH SCHOOL DIPLOMA**

- Focus offers College Credit Plus that Ohio permits public high school students to earn college credits (free of charge to the student) and/or high school credits through the successful completion of college courses. The purpose of the program is to promote rigorous academic pursuits and to provide a variety of options to high school students.
- Focus offers a **Business Management and Administrative Services** program areas that will prepare students for technical and professional level careers in business management, human resources, operations management, distribution and logistics, supply chain and legal or medical office management.
- Focus offers an **Interactive Media program** that prepares students for careers using multimedia technology to develop online products for business, training, entertainment, communications, and marketing. Students will gain the necessary technical and academic skills to create, design, and produce interactive media products and services. Students who are on this pathway can pursue post-secondary enrollment options to Columbus State Community College.
- Focus offers an **Exercise Science and Sports Medicine program** that will prepare students with the mathematics, science, and technical skills to assist with exercise and rehabilitative procedures for the human body.

6. **ACADEMICS AND/OR CAREER-TECHNICAL CREDITS FLEX**

Process- Any student interested in pursuing a course through Credit Flexibility should do the following: Make an appointment with the Academic Adviser to learn about the Credit Flexibility process and guidelines. Complete a Focus Credit Flexibility Application and submit the completed application to an Academic Adviser for review.

Educational Option(s)

- The student will have 120 days to complete the credit flexibility action plan approved by the CreditFlexibility Committee.
- At 60 days and 90 days, a progress review will take place. If the teacher of the record feels that the student is not making adequate progress, the student may be withdrawn with a 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.

Flexibility Plan Is Offered in All Focus Courses

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

- a. Demonstrating proficiency of an existing Focus course (testing out*)
- b. Create Flex Plan for a new course not currently offered at Focus
- c. Pursue Focus approved Educational Option (internship, independent study, online option, etc.).
- d. 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)	Presentations	Community Service
Performance/Labs	Internship	Research Paper/Project

7. Documentation on career advising for each student and student’s parent, guardian, or custodian to review.

- Off-Site Education Opportunities
- Individual Career Plan
- Career Technical Education Public Notices
- Ohio Means Jobs
- CTE Course Map

**CAREER & TECHNICAL EDUCATION
OFF-SITE EDUCATION OPPORTUNITIES
WORK-RELATED FORM**

Academic School Year: _____

JOB VISIT VERIFICATION FORM

Student Name: _____ Grade Level: _____ Age: _____ Session: 1st or 2nd

Primary Phone: _____ Home Phone: _____ Email: _____

Company’s Name: _____ Location: _____

Supervisor(s) Name: _____ Phone Number: _____ Hire Date: _____

Primary Work Days: _____ Start Time: _____ End Time: _____

Student Signature	Date Visited	Focus Staff Signature

Focus Learning Academies of Columbus
Focus North High School
Information of Public Notice of Career-Technical Course Offerings
Highly Qualified Teacher Status
Equal Educational Opportunities Compliance
2020-2021 Academic Year

The Focus Learning Academies and Focus North High School of Columbus offer the following career-technical courses. The criteria for entrance are listed beside the course name.

Focus Learning Academy and Focus North High School: CBI Related Courses:

Career Based Intervention (CBI) – The CBI program provides combined educational and work-based learning opportunities for Grade 7 through 12 disadvantaged students (academically, economically, or both) and/or disabled with barriers to career and academic success. The goal is to help students improve academic competence; graduate from high school; develop employability skills; implement an Individual Academic and Career Plan (IACP), and participate in a career pathway in preparation for postsecondary education and careers.

Career Based Intervention II- Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their community.

Career Based Intervention III-An introductory unit presents instruction on the nature of service-learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service-learning experiences of their own, according to the requirements of their projects.

Keyboarding- In this course, the student will learn the touch method of keyboarding using a personal computer keyboard as well as document processing for personal letters and memos. Emphasis will be on speed and accuracy as well as spelling, grammar, and punctuation.

Focus Learning Academies and Focus North High School: Interactive Media Related Courses:

Interactive Media: Interactive Media programs prepare students for careers using multimedia technology to develop online products for business, training, entertainment, communications, and marketing. Students will gain the necessary technical and academic skills to create, design, and produce interactive media products and services.

Information Technology: This first course in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn about safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

Animation: In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Video and Sound: In this introductory course, students learn about the physics of video and sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording, and mixing program, they practice the techniques used by sound engineers to produce multitrack recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Imaging and Editing

This introductory design course is for students who want to create compelling, professional-looking graphic designs and photos. Students learn the basics of composition, color, and layout through the use of hands-on projects that allow them to use their creativity while developing important foundational skills. They use GIMP software to create a graphic design portfolio with a wide variety of projects involving the mastery of technical topics, such as working

with layers and masks, adding special effects, and effectively using typefaces to create visual impact. The projects help students develop the skills they need to set up and edit images of their own.

Focus Learning Academies and Focus North High School: Exercise Science and Sports Medicine Related Courses

Health Science & Technology-Health sciences provide the answers to questions such as these. In this course, students will be introduced to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. They will explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas

Foundation of Personal Fitness-This course will introduce the student to an overview of good nutrition principles that are needed for human physical and mental wellness. Discussion of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition is included. Application to today's food and eating trends, plus learning to assess for reliable nutrition information is emphasized.

Nutrition and Wellness- This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Essentials of Athletic Injury Management- Provides the information you need to manage the care of athletic injuries- from prevention, identification, and assessment of injuries to interaction with players, parents, and physicians. Designed for those beginning careers in coaching, physical education, and the fitness profession, this text prepares students to manage injury and emergency situations when an athletic trainer or physician is not available. Action plans, checklists, and applications of universal precautions in athletic environments are included to provide the practical tools needed to get started in the field.

Health Science Capstone- Is a high school senior capstone experience that requires students to demonstrate what they have learned throughout their health science pathway.

Focus Learning Academies and Focus North High School: Business and Administrative Services Related Courses:

Fundamentals of Business and Administrative Services- This is the first course specific to the Business and Administrative Services career field. It introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resources management, operations management, business informatics, and office management. They will acquire knowledge of business operations, business relationships, resource management, process management, and financial principles. Students will use technological tools and applications to develop business insights.

Office Management- Students will apply techniques used to manage people and information in a business environment. Students will learn to build relationships with clients, employees, peers, and stakeholders and to assist new employees. They will manage business records, gather and disseminate information, and preserve critical artifacts. They will also examine contracts, internal controls, and compliance requirements. Business office tools and applications will be emphasized.

Strategic Entrepreneurship-Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take initial steps to establish a business. Students will calculate and forecast costs, break-even, and sales. Establishing the brand, setting prices, promoting products, and managing customer relationships will be emphasized.

Operation Management- Students will learn to plan, organize, and monitor day-to-day business activities. They will use technology to plan production activities, forecast inventory needs, and negotiate vendor contracts. Students will also calculate break-even, set cost-volume-profit goals, and develop policies and procedures to promote workplace

safety and security. They will design sustainability plans and use lean and six sigma principles to plan for quality improvement. Corporate social responsibility, ethics, risk management, and compliance will be emphasized.

Digital Marketing and Management- Students will apply tools, strategies, and processes to communicate digitally with targeted customers. They will create, implement, and critique online advertising, email marketing, websites, social media, mobile marketing, search engine optimization, video or images, and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. They will also create and repurpose content for use in digital environments. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.

Students with Disabilities Participating in Career-Technical Education

The Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004, Public Law 108-446 (Section 602), defines transition services. IDEA focuses on the importance of the student's school program (including career-technical education) being coordinated to reinforce the mastery of the identified Individual Education Program (IEP) goals. The IEP goals should move the student toward his or her postsecondary vision. This coordinated set of activities is a system working together to assist in meeting the student's goals, both during and after high school. – Ohio Department of Education

Equal Educational Opportunities Statement

All students attending the Focus Learning Academy/Focus North High School will have equal educational opportunities. Students have the right to be free from discrimination based on race, color, national origin, citizenship status, religion, gender, sexual orientation, economic status, marital status, pregnancy, age or disability, in all decisions affecting admissions; membership in school-sponsored organizations, clubs or activities; access to facilities, academic evaluations or any other aspect of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity. For EEO Statement questions or concerns, contact the Title IX/504 Coordinator, Kathy Williams, at (614) 269-0150 x2103. Highly Qualified Teachers

State law mandates that all children in the State of Ohio have the right to be taught by teachers who are considered Highly Qualified by the Ohio Department of Education. All core content teachers at the Focus Learning Academies and Focus North High School are certified and reviewed highly qualified. If you would like some additional information on the HQT status of your child's/your teacher, please feel free to contact Kathy Williams, at (614) 269-0150.

Individual Career Plan

Student Name: _____ Age: _____ Grade Level: _____ FOCUS North East West
Address: _____ Email: _____
Home Phone#: _____ Cell Phone #: _____
Emergency Contact: _____ Phone: _____ Relationship: _____
Last School Attended _____ Former Career Tech Participant Yes No
IEP Yes No

EDUCATIONAL PLANS-GOALS

Have you ever completed a Career Interests Test? Yes No

What are your aspiring career goals?

What interests, skills and knowledge support your career goal(s)?

What courses you plan to take in high school to reach your goal(s)?

What extracurricular activities and/or skill training will you need to reach your career goal(s)?

Have you discussed your educational-career goals with parents or guardians? Yes No

Which OGT tests do you need to complete? Reading Mathematics Writing
Science Social Studies None

CAREER CLUSTER:

Select the career cluster(s) that best fit your career goal(s).

- Agriculture, Food & Natural Resources Architecture & Construction Information
Technology Marketing Finance
- Business Management & Administration Education & Training Law, Public
Safety, Corrections & Security Health Science
- Transportation, Distribution & Logistics Hospitality & Tourism Government &
Public Administration Manufacturing
- Science, Technology, Engineering & Math Arts, Audio/Video Technology &
Communications

____ State Tested Nursing Assistant (STNA) ____ Microsoft Technology Associate
____ Medical Billing/Coding ____ Microsoft Office Specialist
____ Customer Service/ Lodging/Hospitality ____ Google IT Support Professional
____ G Suite Certification ____ CompTIA A+

CTE Course Map 2020-2021

Track 1: Career Based Intervention is a work-based learning program but not a workforce development program. Therefore, students have not yet chosen a pathway with CBI as a stand-alone course. We encourage that all 14, 15-year-olds and/ or freshmen be enrolled in CBI before selecting a Workforce Development Pathway. Students have an open option after year one to enroll in either Track 2, Track 3, or Track 4.

YEAR 1 CBI STUDENTS	YEAR 2 CBI STUDENTS	YEAR 3 CBI STUDENTS
CBI 1- Applying Life Skills	CBI 2- Managing Life Skills	CBI 3-Job & Vocational Training
Keyboarding- Typing		
Applies to all students- Vocational Hours	Work Experience & Career Exploration	Work Keys Assessment

Track 2: Interactive Media is a workforce development program pathway. Students who chose this track will gain hands-on experience in the IT field. Students will have the opportunity to fulfill the requirement of Projects project hours for each course.

Year 1 Interactive Media	Year 2 Interactive Media	Year 3 Interactive Media	Year 4 Interactive Media
Information Technology	Animation	Creating & Editing	Video & Sound *Information Technology Capstone
	Social Media	Digital Graphics	
VIP-Projects (15hrs)	VIP-Projects(15hrs)	VIP-Projects Project Required (30hrs)	VIP-Projects Projects(60hrs)

Track 3: Exercise Science & Sports Medicine (East only)- This is a workforce development program pathway. Students who chose this track will gain hands-on experience and training in the Health Science Field. Students in this program will have access to the Focus fitness facility.

Year 1 Exercise Science	Year 2 Exercise Science	Year 3 Exercise Science	Year 4 Exercise Science
Health Science & Technology	Nutrition and Wellness	Exercise & Athletic Training	Fitness, Evaluation & Assessment
			Health Science Capstone
Gym (20 hrs)	Gym (30 hrs)	Gym (40 hrs)	Gym (60 hrs)

Track 4: Business and Administrative Services program areas will prepare students for technical and professional level careers in business management, human resources, operation management, distribution and logistics, supply chain and legal or medical office management.

Year 1 Business & Administrative Services	Year 2 Business & Administrative Services	Year 3 Business & Administrative Services	Year 4 Business & Administrative Services
Fundamentals of Business and Administrative Services	Strategic Entrepreneurship	Office Management	Digital Marketing & Management Business Administrative Capstone
		Operational Management	
VIP-Eagle Eye (15hrs)	VIP-Eagle Eye 15hrs)	VIP-Eagle Eye (30 hrs)	VIP-Eagle Eye(60hrs)

TRAINING PLAN
for
Career-Based Intervention Programs

Student _____ School _____
Job Supervisor _____
Job Title _____ Place of Employment _____
Teacher/Coordinator _____ Date _____

Work Station Competencies

JOB STATION GENERAL COMPETENCIES

1. Maintains regular attendance
2. Notification of absences
3. Sustains a routine
4. Follows directions
5. Accepts criticism
6. Demonstrates courtesy
7. Dresses appropriately
8. Cooperates with co-workers
9. _____
10. _____

GENERAL SAFETY INSTRUCTION COMPETENCIES

1. Fire/extinguishing, alarms, exits
2. Material handling
3. Tornado/fire safety procedures
4. _____

JOB STATION SPECIFIC COMPETENCIES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

JOB-SPECIFIC SAFETY INSTRUCTION COMPETENCIES

1. _____
2. _____
3. _____
4. _____

SERVICES PROVIDED FOR STUDENTS WHO NEED REMEDIATION IN MATHEMATICS AND ENGLISH LANGUAGE ARTS.

District-Wide Literacy Initiative – This initiative is design to reach all students across any learning styles and abilities. The Focus schools incorporate literacy every week students and Focus North schedules “Team Time” to ensure that students are accurately exposed and participating in the Literacy Initiative.

Focus encourages seniors to do dual enrollment at Columbus State Community College for dual enrollment or post-secondary education.

Columbus State Dual Enrollment is another way to help students with the transition from high school to college.

Students can take free practice exams which include: SAT, ACT, High School Exit Exams with the focus on mathematics and reading.

Ohio Means Jobs is a worldwide provider of free, online practice exams. “We exist to serve the education and testing markets, and we're proud to help you pass your upcoming exams.”

COLUMBUS STATE

Columbus State Community College offers two high school partnership programs that can help high school students make successful transitions from high school to college.

Dual Enrollment

Dual Enrollment allows high school students to take college classes without traveling to a CSCC location. Unlike the PSEO Program, Dual Enrollment classes are offered in high school with high school teachers who meet the same educational standards as CSCC instructors. Students don't have to travel, and college-level courses fit more easily into a busy high school schedule. [Dual Enrollment home page](#)

Post-Secondary Enrollment Options (PSEO)

This program allows students currently enrolled in high school to take Columbus State degree-oriented college-level classes before receiving a high school or home school diploma. The classes are taken on one of our campuses or at one of our Regional Learning Centers. [PSEO home page](#)