

HEALTH AND PUBLIC SAFETY PROGRAM of STUDY CAREER LAUNCH ENDORSEMENT REVIEW (CLER) APPLICATION



Prepared by:

Oroville High School (OHS)

1016 Ironwood Street Oroville, WA 98844

(509) 476-3612

Partners:

Family Health Center

Mid Valley Hospital

LifeLine Ambulance, Inc.

Okanogan County Public Health

Oroville School District #410

WorkSource

Wenatchee Valley College

Oroville Police Department

Washington Department of Fish & Wildlife, Department of Natural Resources, and Forest Service

Career Launch Endorsement Review (CLER) Application

Introduction:

Oroville High School (OHS) initiated the Health and Public Safety Program of Study (HPSPS) at the beginning of the 2019-2020 school year. School leadership, the CTE Advisory Committee, and district staff realized in 2018 that standard “in-school” learning was not meeting the needs of local businesses and regional employers. More importantly, it was not providing students the skill sets to be job-and-career-ready upon graduation.

The HPSPS is the first step in the evolution of our students to become job ready in the Health Sciences, Human Resources, and Public Safety career fields. Our HPSPS replicates a process for preparing students for the world of work that is reflected in our Natural Resources Career Launch Program of Study that was recently approved. The HPSPS is our second of three Programs of Study that will be fully implemented in the 2020-2021 school year. All three Programs of Study are designed to interact efficiently to provide students with well-rounded learning experiences. We believe that we found a way to maximize resources, staffing, course offerings, and industry partnerships that provide opportunities to students in ways that have been historically very difficult for remote rural districts.

Currently, OHS and its new leadership team sees Career Launch as a framework to streamline our career pathway efforts, and to bolster support for addressing some long-standing obstacles to career pathway work often faced by small, remote school districts, and communities. The Oroville School District (OSD) resides in a remote, impoverished town in Okanogan County. Current statistics show median age at 43.1 with no pipeline of younger workers in place to support future growth. Oroville is proportionally worse than neighboring counties with an aging-out workforce in all the major trades. Approximately 28.5% of Oroville’s population exists in poverty, which is higher than the national average of 13.1%, and our county continues to face a cascading economic decline. OSD has a 75% Free and Reduced Rate, indicating that 75% of the student body is living in some degree of poverty. Based on this data, OHS took an aggressive approach to change how learning, work experience, and job placement are accomplished in our school, and our region.

The HPSPS collectively represents the largest employment field in our county. This program also supports the Employment and Training Administration U.S. Department of Labor’s initiative of our Governor and State Labor Commissioners under the Training and Employment Notice (TEN) #3-18 issued by the President of the United States on July 27, 2018. This tasks state leadership to focus on building pipelines of skilled talent to meet the needs of the industry. This TEN greatly supports our teaming efforts.

Many of the industry certifications that students will earn during the course of a student’s four year experience in a Program of Study will apply to multiple entry-level jobs, and are required by multiple industry partners. These certifications were identified by industry partners during our needs assessments, and the certification duplications (i.e. Wilderness CPR, IC, EMR, ect.) serve to maximize resources in our small under-sourced schedule. Simply put, a student in our rural master schedule will have access to a wide array of industry certifications for a wide array of entry-level positions while pursuing any one of our Programs of Study. While there is overlap

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between our three Programs of Study, such as fire fighting outlined in the Natural Resource Program of Study, this HPSPS moves students to additional careers in a different career field offered by several new industry partners.

Family Health Centers:

Family Health Centers proves to be an industry partner with a robust list of career experiences and future career opportunities for our students. These experiences, and opportunities, range from nutritionist, behavioral health specialist, dental assistant, patient account representative, medical assistant, and pharmacy technician. Family Health Centers provide an extremely wide range of healthcare services to the community that provide countless career paths for OSD students, from naturopathic medicine, behavioral health, psychiatry, medical, dentistry, obstetrics and women care, to pharmacy. Through the support that this employer will be providing, OHS will be able to place students in job shadows, paid internships, and pre-hiring opportunities well before graduation so that our students are well-informed, prepared, and resolute about their career of choice. (Reference section P6, pg. 11).

Mid Valley Hospital:

Mid Valley Hospital (MVH) is one of our newest community partners as it pertains to the Health and Public Safety CLER Application. Make no mistake, while they are a new community partner, they are also a very “student supportive” organization with strong job placement agreements with other state agencies. MVH has recent job shadow, apprenticeship, and on-the-job paid work-training history with WorkSource, and a proven success rate with placing young adults for future employment. We note that WorkSource has pledged support and commitment to our HPSPS and the working relationship between MVH and WorkSource will continue as a benefit to our students. MVH has a vast selection of first time employment opportunities crossing a wide spectrum of skill sets: Quality & Safety, Ultrasound Technician, Radiology Technician, Billing Assistant, Trauma Training, Wound Care, Laboratory Technician, Acute Care, Dietitian/Cook, Patient Account Representative, Pharmacy Technician, and Medical Assistant. MVH’s expressed interest in paid internships, and job training, for permanent placement utilizing this partnering relationship with OHS and our community supporters is very exciting. OHS will be coordinating extensive job shadows and internships with MVH in preparation for early job screening opportunities. We are very excited to have MVH as a primary community partner focused on the immediate success of students as soon as they graduate and enter the workforce. (Reference section P6, pg. 12).

LifeLine Ambulance, Inc.:

The LifeLine Ambulance Training Courses of CPR/AED & First Aid, CPR/AED Only, First Aid Only, Bloodborne Pathogens, Child and Babysitting Safety, Wilderness First Aid, BLS Healthcare Provider CPR, EMT (Emergency Medical Technician), Supraglottic Airway, IV Technician, PHTLS (PreHospital Trauma Life Support), and EMR (Emergency Medical Responder) are accepted, and accredited, as a private vocational school, a Department of Health and National Registry of Emergency Medical Technicians training program, as well as a training center for the AHA, ASHI, and NAEMT. This industry partner has the ability to “scale” curriculum and standards to meet new training capabilities, or specific requests of OSD.

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LifeLine, Inc. has pledged to provide training and access to any certifications appropriate for age group, and career path requirements. As a community partner, LifeLine, Inc. fully supports, and understands, educating and providing pre-hiring courses to better place, and qualify, high school students for employment. LifeLine, Inc. is working hand-in-hand with our organization to achieve work experience, and ultimately certifications, for our students that participate in this initiative. As in our recent Natural Resource application, Lifeline, Inc. has formally agreed to provide paid internships for our students. (Reference section P6, pg. 13-14).

Okanogan County Public Health:

Okanogan County Public Health has committed to providing OSD students both job shadow and paid internship opportunities in the area of Environmental and Community Health, which includes all things associated with protecting food, water, and the living conditions for people in Okanogan County. The scope of opportunities for students is immense, ranging from water health, waste management, land use, environmental hazard, food safety, epidemiology, and maternal and child health. With the current state of affairs during COVID-19, this will be an exciting time for students to learn alongside healthcare professionals of Okanogan County Public Health. (Reference section P6, pg. 15).

Oroville School District #410

The Oroville School District as the CLER applicant will also be providing work experiences for students of this program of study, which will include paid internship experiences. (Reference section P6, pgs. 16-17).

WorkSource:

WorkSource is a Washington State organization that has a very specific set of targeted goals: Career exploration, economic information, pre-vetting of “new hire” employees, workshops and hiring events, and specific work experience programs like WEX, OJT, and Incumbent Worker job placement programs. WorkSource has a wide range of counselors that will provide resume reviews, mock job interviews for specific occupations, and cover letter insights for new job seekers. They are excited to team with OSD to work with students and community partners to achieve early job placement and reduce the amount of out-of-work adults in our community. (Reference section P6, pg. 18).

Wenatchee Valley College:

Wenatchee Valley College (WVC) represents a learning partner in support of the HSPSPS in addition to the Health and Public Safety Pathway and course frameworks approved by OSPI. WVC is an integral team member that has the capacity to authorize dual credits, but more importantly for the student’s that desire college after high school, they are documented as one of the many post-secondary educational options under this program.

Oroville Police Department:

During the 2019-2020 school year, both the Oroville Chief of Police and the Oroville City Council approved job shadow experiences and ride-alongs for this Program of Study. The City of Oroville was also receptive to providing internships for students. OSD staff and the Oroville

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Chief of Police developed and formalized procedures for providing these work experiences during the spring of 2020, however, shortly after this drafting two-thirds of the police force found employment elsewhere, and the department nearly disbanded. The City of Oroville has committed to rebuilding the police force, and their commitment to partnering with OSD remains. The City of Oroville has struggled to attract and retain officers for a number of years, and this experience serves as an example of the need for our work to improve employee pipelines in our county. During the fall of 2020, OSD will re-engage with the City of Oroville once their new Chief of Police is hired and acclimated.

Washington Department of Fish & Wildlife, Department of Natural Resources, and Forest Service

As the Career Launch Committee is aware from our recent Natural Resource Career Launch approval, the partners listed here are some of the largest employers in Okanogan County, and can provide a large array of career experiences, job shadows, and paid internships. These partners have been included in this HPSPS specifically for the career experiences and career opportunities in firefighting that they have committed to. In addition, these partners are committed to hiring students that meet their criteria for employment. We are proud to say that the Federal Forest Service has just recently hired two OHS students (100% success rate based on our projected baseline for 2019-2020 as shown in section P4) as a result of our pilot work in preparation for the Career Launch approval(s). In addition to the work experiences previously affirmed, these partners will continue to provide support in pre-employment skills, resume writing, interview techniques, and soft skills.

Program Checklist

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| P1 | <p>Program description including length of program in years and total hours (including split between classroom and worksite).</p> <p><u>Program Description:</u> The HEALTH AND PUBLIC SAFETY PROGRAM of STUDY (HPSPS) is a 4-year career pathway program that spans a student's freshman to senior year, with the total number of hours equating to 2,464. The table below illustrates hours accrued during course work in the HPSPS, and hours accrued from career experiences in the field. These are projected hours for year one of career launch, with the expectation that field experience hours will increase during years three, four, and five as revenue streams are sought out to afford increases in apprenticeship hourly pay.</p> <p>Our freshman students will start with developing their High School and Beyond Plan (HSBP), which assists them in planning their career path, and provides them opportunities to explore and become prepared for that career path after graduation from high school. This will lay the foundation for them to aid in discovering their passion, and what they want to focus on as a career path. By the second year, students will progress toward earning school district and employer qualifications for future employment with agencies that OHS has partnered with. During this period of time, sophomore students will be provided job shadow opportunities to apply their new knowledge, and explore career interests. During a student's junior year, a more narrow focus on specific careers begins both in regard to earning specific qualifications and certifications, more focused job shadow experiences, and in some cases, internships. Seniors who have met all industry requirements and certifications will</p> |
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have access to paid internships specific to their refined career interests, reflected in their well-defined HSBP.

| | Career Focused Course work | Focused Career Experiences (Job Shadow, Internships & Apprenticeships) | Total Hours |
|------|---|---|-------------|
| 7th | 16 hours Exploration 150 hours Career Development | 4 hours | 170 hours |
| 8th | 16 hours Exploration 150 hours Career Development | 4 hours | 170 hours |
| 9th | 16 hours Exploration 150 hours Career Development 150 hours CTE Course Sequence | 10 hours | 320 hours |
| 10th | 16 hours Exploration 150 hours Career Development 300 hours CTE Course Sequence | 10 hours | 470 hours |
| 11th | 16 hours Exploration 150 hours Career Development 450 hours CTE Course Sequence | 45 hours | 661 hours |
| 12th | 16 hours Exploration 150 hours Career Development 450 hours CTE Course Sequence | 45 hours | 661 hours |
| | | | 2,464 hours |

P2

Estimated number of hours per week at worksite and in classroom (this approach may shift throughout the program).

The estimated number of hours per week in the classroom is variable depending on grade level, and motivation of each student. Freshman will have 35 hours a week in class, and 5 hours in the field. Sophomore's will have 30 hours a week in class, and 10 hours a week in the field. Juniors will have on average the same 30 hours a week in class, and 10 hours a week at the worksite, but will also be completing the pre-hiring requirements for employment. Seniors, and all other students, will adhere to their high school and beyond plan. Refer to the program of study as explained in P1.

P3

Demonstration of labor market demand for specified skills/career in the local region.

As discussed previously, the district engaged in a needs assessment with local industry representatives to determine how best to provide students in our remote county valuable career experiences. It was determined that as a remote county containing some of the largest employers in the region such as, LifeLine Ambulance, Inc., 3 regional hospitals, DNR, Federal Forest Service, and WDFW, that we had the right employment opportunities for our rural graduates, but that we needed to mesh students with employers earlier in their schooling to create a successful transition for our students to post high school career opportunities. The merit of this HSPSP Career Launch is that it

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| | <p>provides students a very wide range of workplace experiences, many that will assist the district in providing students entry level certifications for entry level occupations, and/or foundational certifications and skills to pursue specialized, or four-year degree careers. In this Career Launch Program of Study, industry partners are able to provide students field experiences for careers such as: Ambulance Drivers, EMT's, Fire Fighters, Medical Assistants, Nurses, Police Officers, etc. Examples of student exposure to more specialized careers would be: Health Promotion and Management, Respiratory Care, Forensic Scientist, Wildland Firefighter, Fire Service Supervisor, Registered Nurse, Police Officer, Border Patrol Agent, etc.</p> <p>Industry representatives expressed a made-to-develop employee pipeline for the following positions: Basic Healthcare Worker, CNA, Corrections Officer, Criminal Justice, EMT, Explorer/Cadet Pre-Law Enforcement, Home Healthcare Aide, Investigator, Wildland Firefighter, Fire Service Administrator, Advanced Healthcare, Cybercrime Investigator, Fingerprint Technician, Forensic Scientist, Nurse, Nursing Assistant, Paramedic, Emergency Communications Dispatcher, Private Security Officer, Public Safety Communications, School Health Technician, Fire Science, and Fire Officer.</p> <p>These careers have either been designated as in-demand occupations by the Employment Security Department (ESD), or by field managers or administrators representing our local industry partners. In addition to the Employment Security data on workforce shortages, local industry representatives provide the interesting consideration that our remoteness, and economically depressed region, often makes it hard for out-of-the-area employees to adjust. With this, there are workplace environments, employee retention, and cost implications to take into consideration. Industry representatives have expressed a need to train, and hire, an employee that understands, and has a desire to remain in the region. Also interesting is that some careers designated as in-demand by the ESD have similar growth projection as careers that were identified by local industry as much needed, but not considered to be in-demand by the ESD.</p> <p>The ESD recognizes Emergency Management Careers, Occupational Health and Safety Specialists, and Occupational Health and Safety Technicians as in-demand in Okanogan County. ESD data reflects that an Occupational Health and Safety Specialist has a 2.0% growth projection, with 52 annual openings for 200+ positions. While occupations like Law Enforcement Office, Fingerprint Technician, and Home Health Care Aide are not listed as in-demand state wide, here in Okanogan County, these positions are open right now in 6 of our cities. As we mentioned previously, the Oroville Police Department is struggling to retain employees. The positions discussed here generate approximately 1,074 potential jobs statewide, with an annual number of 252 openings in our remote and economically depressed area. Additionally, it has been expressed to the district by our state and federal partners that employment gaps exist in their field throughout the state and nation, and therefore we believe our HPSPS will help to broaden, and increase, employment opportunities beyond this local employment gap calculation.</p> |
| <p>P4</p> | <p>Projected count of student enrollment, student completion, and anticipated employer participation for 5 years, post-pilot.</p> |

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| | Baseline 2019-2020 | Year 1 September 2020 - June 2021 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 | Year 5 2024-2025 |
|--------------------------------------|-----------------------|--|---------------------|---------------------|---------------------|---------------------|
| Student Headcount | 2 - successfully met | 5 | 8 | 11 | 15 | 21 |
| Full-Time Equivalent Student (FTE's) | 1 - successfully met | 5 | 5 | 9 | 12 | 17 |
| Completion | 2 - successfully met | 5 | 8 | 11 | 15 | 21 |
| Employer Participation | 2 - successfully met | 2 | 3 | 4 | 5 | 6 |

Our baseline year was 2019 - 2020, which includes our two first successful senior graduate applicants of our proto-type/pilot Natural Resources Program of Study with the Forest Service, has indicated that our Program of Study construct will be a successful model. OHS achieved a 100% success rate based on our projected baseline of 2 students for 2019-2020 school year, which equates to 5.3% of the OHS graduating class of 2020 being successfully placed into local employment that aligns with their Program of Study upon graduation. The lessons from our proto-type/pilot Natural Resources Program of Study have already been incorporated into our HPSPS which will aid in further development and successful placement of students. OHS anticipates 3 FTE Career Launch HPSPS participants the 2020-2021 school year in addition to our projected goal of 5 FTE for the Natural Resources Program of Study. Through the work currently being done with the proto-type/pilot program, students are already demonstrating, and increasing, interest in this program. Our recent freshmen and sophomore students have already been placed into the initial sequence of our newly developed Programs of Study.

Note for Year 5: While year five will be progressive, and mirror the previous year's focus on more student and employer participation, we will be working on submitting surveys to students that have fully completed a Program of Study, and employers that have hired our students as full time employees. The purpose of these surveys will be to discover if new modeling, or adjusting, needs to take place to improve what our students are learning, and how it relates to their post-secondary career choices and success.

P5 Concise description of development process to create the Career Launch program (e.g. who was involved, when, how was the program piloted, etc.)

Beginning the 2018-2019 school year, the OHS Principal, OHS Counselor, OHS Advisory/CTE instructional staff, and school Superintendent began meeting to develop a vision for providing students meaningful career development experiences. District staff conducted a needs assessment to determine the most viable options to place students in career experiences, and began investing time in building relationships, and commitments, from industries that are most likely to provide these meaningful experiences for students. District staff met with industry partners (DNR, WDFW, Federal Forest Service, LifeLine Ambulance, Inc., WorkSource, Mid Valley Hospital, Family Health

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Centers, The United States Border Patrol, and Oroville Police Department) to identify industry career paths and competencies required for these career opportunities. From these discussions our second program of study, The HEALTH AND PUBLIC SAFETY PROGRAM of STUDY was formed. As a result of this work, the following goals were formed:

- To provide students with a meaningful curriculum that maintains a balance of rigor, relevance, and personalization, whereby student ownership, sense of purpose, hope, and planning for the future will be showcased during a student-led Health and Public Safety conferences/Senior Projects.
- To provide a consistent curriculum between all Health and Public Safety Advisory classes, and grade bands, for all students.
- To streamline and enhance Health and Public Safety Advisory lesson plans by utilizing outside resources more effectively.
- To develop a Health and Public Safety Advisory gradebook to reflect a consistent curriculum, and ensure the sustainability of Health and Public Safety objectives and goals.
- To provide student opinion/aptitude surveys to better implement programs like Health and Public Safety that provide hope for the future, teach ownership for student learning, and teach how to problem-solve for life's adult journey.
- To match and focalize Health and Public Safety career exploration, and career exposure, specific to student interests and goals; begin developing a program that exposes 8-10th graders to all Public Safety career clusters, and then progressively help 11-12th graders narrow their interest to three, then two Health and Public Safety career clusters. By 12th grade, students will be eligible to interview for a community internship.
- To enhance the rigor of career cluster-based enrichment offerings for benchmark/advanced students.
- To better align professional visitations with enrichment calendars in order to provide overt relevance about all course work for students
- To regularly update Student HSBP/PPR, and monitor student status individually using data-informed academic student reviews.
- To develop, and communicate with students' Programs of Study in the master schedule, in order to facilitate students taking part in planning their own academic life-ready futures in Health and Public Safety Development areas.
- Ensure students experience job research, resume and cover letter development, mock job interviews, and ultimately job shadows/internships, with the expectation of a permanent position within a company upon graduation. Much of this work will be done through a consolidated Health and Public Safety packet that guides students through a criterion of: exploration/research of the Health and Public Safety career pathways, exposure to Health and Public Safety careers, prioritizing of Health and Public Safety career interests, and formal interviews in order to achieve opportunities for job shadowing, internships, and apprenticeships.
- Increase Health and Public Safety opportunities, and practices, to include: Tours of local Health and Public Safety areas and employers, guest speakers, and job shadows/internships with the participating businesses captured in our Health and Public Safety Endorsement Letters.

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| | <ul style="list-style-type: none"> ▪ Provide a ground truth in experiences where students are receiving quality opportunities inside the classroom, with the expectation of experiencing significant “on-site” Health and Public Safety exposure that is safe, and directly aligned with established employment goals of the participating businesses, while still fulfilling graduation, and CTE credentials. |
| <p>P6</p> | <p>Signed letter of endorsement from all relevant partners, stakeholders and regional networks (including employers, labor organizations, academic institutions, community-based organizations, individuals, and other relevant stakeholders in support of the proposed Career Launch program). Regional network endorsement preferred.</p> <p>The letters enclosed on the following pages capture support from the following partners:</p> <p>Family Health Center</p> <p>Mid Valley Hospital</p> <p>LifeLine Ambulance, Inc.</p> <p>Okanogan County Public Health</p> <p>Oroville School District #410</p> <p>WorkSource</p> |

Career Launch Endorsement Review (CLER) Application



June 12, 2020

Oroville School District
Superintendent Jeff Hardesty
816 Juniper St.
Oroville, Wa. 98844

Support for Career Launch Program

Dr. Hardesty:

Family Health Centers (FHC) welcomes the opportunity to partner with the Oroville High School's Health and Public Safety Career Launch Program. FHC, in collaboration with educational and professional development partners, can and will provide students with industry-defined curriculum in hope of providing these same students career placement upon successful completion of the program.

The Oroville Career Launch Program is in alignment with FHC's mission and whole person health focus. FHC's goal is to provide not just a job but also training and professional growth to people within the communities we serve to ultimately provide them a career path allowing them to stay within their community and provide high quality multidisciplinary care and services to the people we serve.

The Career Launch Program in combination with the collaboration of FHC and other businesses and funding partners, will provide the students of Oroville High School the education and skill set needed to be career ready upon successful completion. We will seek resources to support paid apprenticeships and work experience opportunities for students. FHC is in a position to offer these experiences in various areas of the healthcare sector including: Dental Assisting, Medical Assisting, billers, coders, customer service, outreach and marketing. For students seeking exposure to college bound careers, exposure to our clinicians in medical, dental, behavioral health, pharmacy and social work is also an option at FHC under appropriate patient confidentiality parameters.

The impact of this program is vital to meeting our regional workforce needs, we support and endorse this outstanding program. As the program expands it will be our full intent to provide additional involvement and support to the Oroville Career Launch Program.

Please contact me if you have any questions or additional information.

Sincerely,

Jesús Hernández

Jesús Hernández, MPA
Chief Executive Officer

P.O. Box 1340 | Okanogan, WA 98840
Phone: 1.800.660.2129 Website: www.myfamilyhealth.org

Career Launch Endorsement Review (CLER) Application



PO Box 793 - Omak, WA. 98841

www.mvhealth.org

Mid-Valley Hospital
Mid-Valley Clinic

509.826.1760

June 11, 2020

Superintendent Jeff Hardesty
Oroville School District
816 Juniper St.
Oroville, WA 98844

RE: Letter of support for Oroville School District Health and Public Safety Program of Study Career Launch Endorsement Review (CLER) Grant

Dear Mr. Hardesty,

The Okanogan County Public Hospital District No. 3, dba. Mid Valley Hospital, is pleased to write this letter of support for the proposed Oroville High School Health and Public Safety Program of Study Career Launch Endorsement Review (CLER) Grant. This innovative program provides students a tremendous opportunity to familiarize themselves with career opportunities, to step out of their comfort zones, and to expand upon their social intelligence.

As a community hospital dedicated to providing quality care to our rural residents throughout the county, we value the fortuity to collaborate with the school district and other partners to enrich the lives of our youth. As the saying goes, the youth of today are the leaders of tomorrow. Programs such as the CLER Grant will ensure students the education and skills needed to be career-ready upon successful completion of the program.

We are proud to offer students the opportunity to gain valuable work experiences, broaden their horizons, and give them work maturity skills that will help them in the future. We applaud not only the concept and scope of the project, but also applaud the partners who will work with the school district to make this program successful.

I welcome the opportunity to speak with you in more detail about the program and how Mid Valley Hospital District can support this valiant effort.

Sincerely,

Alan Fisher, FACHE
Chief Executive Officer
(509) 826-7640

Redefining exceptional service through compassionate care to our neighbors.

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Oroville School District
Superintendent Jeff Hardesty
816 Juniper St.
Oroville, Wa. 98844

Support for Career Launch Program

Mr. Hardesty:

LifeLine Ambulance, Inc. is affirming our partnership with the Oroville High School's Natural Resources Career Launch Program. LifeLine Ambulance can and will provide students with industry-defined curriculum in hope of providing these same students with career placement immediately upon successful completion of the program.

The Oroville Career Launch Program is in alignment with our company's goal and mission. LifeLine Ambulance's goal is to provide outstanding training to people within the communities we serve to ultimately provide them a career opportunity allowing them to stay with in their community to provide the highest level of prehospital care to the citizens.

The Career Launch Program in combination with the collaboration of not only LifeLine Ambulance, but other businesses will provide the students of Oroville High School the education and skill set needed to be career ready upon successful completion. Simply put, LifeLine Ambulance desires to give students career opportunities within their communities.

The impact of this program is vital to meeting our regional workforce needs, we support and endorse this outstanding program. As the program expands it will be our full intent to provide additional involvement and support to the Oroville Career Launch Program.

Please contact me if you have any questions or additional information.

Respectfully,

K. Wayne Walker – President / Paramedic
LifeLine Ambulance, Inc.
wwalker@lifelineambulance.net

LifeLine Ambulance, Inc.

Station 1 - 501 N. Wenatchee Ave, Wenatchee, WA 98801 · Business: (509) 663-4602

Station 2 - 230 Grant Rd. Suite B-6, East Wenatchee, WA 98802

Station 3 - 913 Koala Ave, Omak, WA 98841 · Business: (509) 422.4212

Station 4 - 1311 Ironwood St., Oroville, WA 98844

Station 5 - 21 5th St. E, Tonasket, WA 98855

Career Launch Endorsement Review (CLER) Application



05/04/2020

Scott Copeland and Career Launch Review Team:

Please accept this letter as a supplement to our two previous letters of support. As we have stated, we believe a partnership with the Oroville School District continues to develop, improve, and provide employment for local students. This partnership will include PAID work-experiences (internships) that fall in line with the program of study outlined in OSD's Career Launch Application. The Career Launch program will provide an outstanding platform for students, industry, and schools, to build a partnership which will strengthen rural communities, and provide sustainability into the future. We wish to offer our full support to the Oroville School Districts Career Launch Program, and will be an active partner to make the program a success.

Respectfully,

A handwritten signature in blue ink that reads "K. Wayne Walker".

K. Wayne Walker – President / Paramedic
LifeLine Ambulance, Inc.
wwalker@lifelineambulance.net

LifeLine Ambulance, Inc.

Station 1 - 501 N. Wenatchee Ave, Wenatchee, WA 98801 · Business: (509) 663-4602

Station 2 - 230 Grant Rd. Suite B-6, East Wenatchee, WA 98802

Station 3 - 913 Koala Ave, Omak, WA 98841 · Business: (509) 422.4212

Station 4 - 1311 Ironwood St., Oroville, WA 98844

Station 5 - 21 5th St. E, Tonasket, WA 98855

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Okanogan County Public Health

<http://www.okanogancounty.org/ochd/index.htm>

1234 South 2nd Avenue
P.O. Box 231
Okanogan, WA 98840
(509) 422-7140
TDD (800) 833-6388

June 17, 2020

Oroville School District
Jeff Hardesty, Superintendent
816 Juniper St.
Oroville, WA 98844

Dear Superintendent Hardesty,

Please accept this letter as a commitment to Oroville School District. We at Okanogan County Public Health (OCPH) are excited to partner with Oroville High School's Career Launch Program. We can provide students the experience they need with the hope that they might be the public health employees and leaders of the future in Okanogan County.

Having reviewed the Launch Program mission and goals, these align with the vision of OCPH. We believe that we can provide training and an opportunity for potential internships which will enhance the student's knowledge and skills. Okanogan County Public Health (OCPH) is hoping to offer paid internships but at a minimum will offer job shadowing opportunities for Oroville High School students. While many of our positions at public health may require a college degree, many do not. For example, those interested in environmental health programs may obtain certain certifications while working on the job.

We applaud Oroville High School for looking into the future and offering an opportunity for students to excel, gain knowledge and skills, and set them on a path for permanent employment.

Thank you for the opportunity to help educate and provide an opportunity for this next generation of Okanogan County students!

Sincerely,

Lauri Jones, MN
Okanogan County Public Health
509-422-7158
ljones@co.okanogan.wa.us

PUBLIC HEALTH
ALWAYS WORKING FOR A SAFER AND
HEALTHIER WASHINGTON

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Oroville School District #410

"Pride of the Valley"

Jeff Hardesty, EdD, Superintendent
Leoni Johnson, High School Principal
Jamie Mikelson, Elementary School Principal
Kelly King, Programs Director

Travis Loudon – Vice Chairman
Todd Hill – Board Member
Mike Egerton – Chairman
Kolo Moser – Board Member
Dwayne Birmingham – Board Member

Date: June 18, 2020

Subject: CLER Endorsement Letter

The Oroville School District resides in a remote impoverished town in the Okanogan County. Our county and especially our school district are economically depressed with an "aging out" trades community with no supportive pipeline for establishing a balanced workforce and stable community infrastructure. Oroville School District's mission is to change this economic reality for its students. To do this, the district has surveyed local industries for job shadow, internship and apprenticeship opportunities. Our secondary school has revamped its master schedule to align content areas with three prominently available career pathways in our remote county. Our elementary school staff has incorporated 21st Century Skills standards into lesson plans and annual fieldtrips, systemically. In partnership with local industry, the support of community members and community businesses, Oroville School District has the "pipeline" plan that will develop job-and-career-ready students upon graduation, which will also help to stimulate our local economic landscape.

Through an investment to build strong industry relationships and firm industry-partner commitments for the pathway vision, the Oroville School District has secured several job shadow and paid internship opportunities for students in our Health and Public Safety Program of Study, as outlined and affirmed in this CLER application. Simply put, Mid-Valley Hospital, Family Health Centers, Okanogan Public Health, LifeLine Inc, and the City of Oroville have expressed support for providing job shadow and paid internship experiences for students of Oroville. This endorsement letter here serves as a confirmation that the Oroville School District will also provide paid internships to those students who meet the specific certification qualifications and requirements entailed in our Health and Public Safety Program of Study that were developed in collaboration with our industry partners of this career field. Successful student candidates will receive their paid internship experiences while assisting our Registered Nurse currently employed by the Oroville School District. The Oroville School District attests that our program requirements are in line with state, federal and local regulations.

Oroville School District sees the Career Launch Review as a process to calibrate and systematize the many components of our career pathway vision. This application process has been used to refine our vision with community partners and it has served to affirm and to lend credibility to this work. This letter captures that Oroville School District is in full support, has the support, and will be participating in the Oroville High School Health and Public Safety Career Launch

Career Launch Endorsement Review (CLER) Application



Oroville School District #410

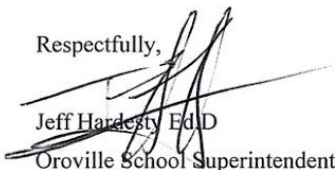
"Pride of the Valley"

Jeff Hardesty, EdD, Superintendent
Leoni Johnson, High School Principal
Jamie Mikelson, Elementary School Principal
Kelly King, Programs Director

Travis Loudon – Vice Chairman
Todd Hill – Board Member
Mike Egerton – Chairman
Kolo Moser – Board Member
Dwayne Birmingham – Board Member

Program and in its future growth. We are proud to endorse and be a part of this outstanding journey OHS is building and establishing for our students.

Respectfully,


Jeff Hardesty Ed.D

Oroville School Superintendent

Phone: 509-476-2281
Fax: 509-476-2190

816 Juniper Street
Oroville, WA 98844

Website: www.oroille.wednet.edu

Career Launch Endorsement Review (CLER) Application



June 22, 2020

To: Scott Copeland, Associate Director, College Relations and Policy Guidance RE: Letter of support for Oroville School District

The Okanogan County WorkSource is pleased to write this letter of support for the proposed Oroville High School Health and Public Safety Program of Study Career Launch Program. This second CLER initiative by the innovative leadership team at Oroville High School is in alignment with our programs for young adult placement and employment and we are extremely excited to support them and their community partners. The Health and Public Safety Program of Study requirements are in line with state, federal and local regulations. This program is especially exciting to us as it ties in with our major employment group, the medical services and health care industry of Okanogan County.

As in our first support letter, we want to highlight that the Job Training Program may be able to provide Work Experience assistance for students that have graduated. Our Work Experience program helps students develop basic work habits and evaluates the students on appropriate appearance, interpersonal relations, punctuality, positive attitudes and behaviors, regular attendance, and completing tasks effectively. All these skills will serve students well, not only in this program but will form a solid foundation of work maturity skills as students enter and progress through the world of work.

Marcus Alden has been keeping us updated and we see his involvement in these programs of study as a great extra support measure. Marcus worked for us in a program called Career Connect. Marcus was instrumental in the success of the program in our WorkSource office. His tireless energy, attention to detail, and excellent rapport with students were critical elements in the success of our program. His involvement in this project will ensure it is run well and that goals will be met.

We support the concept of working with students to give them new work experiences, broaden their horizons and give them work maturity skills that will help them in the future. We applaud not only the concept and scope of the project, but also applaud the partners who will work with the school district to make this program successful.

Sincerely,

A handwritten signature in cursive script that reads "Mary Hinger".

Mary Hinger

WorkSource is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Washington Relay Service 711.

126 South Main – PO Box 3759 – Omak, WA 98841 – 509-826-7310 – Fax – 509-826-7272 – 800-887-8057

Career Launch Endorsement Review (CLER) Application

| | |
|-----------|--|
| P7 | <p>Description of resources, supports, or other processes to recruit and support students from underserved backgrounds (e.g. including students of color, students from low income families, English language learners, students with disabilities, foster students, students experiencing homelessness, students from single parent homes, and other populations that face barriers to employment); or create an implementation plan to do so.</p> <p>OHS is a small school, which allows staff to get to know each student’s personal story. The OSD School Board has adopted a Multi-Tiered Systems of Support (MTSS) as an instructional framework, whereby OSD has adopted, and is fully engaged in, a systematic approach of assessing, and addressing students' academic, social/emotional, behavioral, and future needs.</p> <p>By providing students with the support they need, equitable access/recruitment to career opportunities occurs for all students indicatively. Students are progress monitored systematically, both through the secondary Principal’s office, and during Advisory class. Students will be recruited by: progress monitoring of student HSBPs, the scheduling process, and disaggregated career interest surveys. Furthermore, when working with equal opportunity hiring practices during the interviews and placement processes, diversity and equity will be both intentionally, and inherently, addressed.</p> |
|-----------|--|

Industry-Related Checklist

| | | | |
|--------------|---|--|---------------------------------------|
| I-R1 | Address of worksite(s) where Career Launch students will complete supervised training. | | |
| | Employer | Address | Wages |
| | Family Health Centers | PO Box 1340 Okanogan, WA 98840 | Student: \$10.80 Employee: \$13.50 |
| | Mid Valley Hospital | PO Box 793 Omak, WA 98841 | Student: \$10.80 Employee: \$13.50 |
| | LifeLine Ambulance, Inc. | 913 Koala Ave. Omak, WA 98841 | Student: \$10.80 Employee: \$13.50 |
| | Okanogan Public Health | 1234 2nd Ave. Okanogan, WA 98840 | Student: \$10.80 Employee: \$13.50 |
| | Oroville School District #410 | 816 Juniper Street Oroville, WA 98844 | Student: \$10.80 Employee: \$13.50 |
| I-R 2 | <p>Hourly wage for Career Launch participants. Participants will be paid in accordance with Washington state law for students: 80% of minimum wage. See chart in I-R1.</p> | | |
| I-R 3 | <p>List of entry-level positions and associated job descriptions for which a Career Launch student would be eligible for upon completion. Our industry partners have communicated the following careers as a critical priority to fill, and are listed directly below. However, it has been expressed and affirmed that our students will be</p> | | |

Career Launch Endorsement Review (CLER) Application

provided an incredibly wide range of employment/career opportunities in partnership with our local industry and through this program of study. To meet the specifications of this review, four specific positions are listed and accompanied by one exemplar job description provided to us by industry partners. With respect to meeting page allotments for this application, we possess several additional job descriptions and are able to provide them upon request.

Emergency Medical Technician (EMT)

In Demand: Yes
Average hourly wage: \$28.91
Average Annual Growth: 1.9%
Average Annual Openings: 1,059 (Washington State)

Dental Assistant

In Demand: Yes
Average hourly wage: \$21.56
Average Annual Growth: 1.8%
Average Annual Openings: 4, 291 (Washington State)

Pharmacy Assistant

In Demand: Yes
Average hourly wage: \$20.60
Average Annual Growth: 0.9%
Average Annual Openings: 2, 341 (Washington State)

Certified Nursing Assistant

In Demand: Yes
Average hourly wage: \$16.03
Average Annual Growth: 1.3%
Average Annual Openings: 14,987 (Washington State)

The accompanying list of general field shortages needing candidates, and positions, currently listed as needing filled by our Health and Public Safety community partners: Naturopathic Medicine, Behavioral Health, Psychiatry, Medical Dentistry, Obstetrics and Women Care, Pharmacy, Training CPR/AED & First Aid Instruction, Bloodborne Pathogens Technician, Child and Babysitting Safety Professional, Wilderness First Aid, BLS Healthcare Provider CPR, Supraglottic Airway, IV Technician, PHTLS (PreHospital Trauma Life Support), EMR (Emergency Medical Responder), Firefighter 1, Firefighter 2, and Medic 1.

Career Launch Endorsement Review (CLER) Application



CNA JOB DESCRIPTION

UPDATED: 04/15/2020

JOB DESCRIPTION: Certified Nursing Assistant (CNA) delivers patient care under the direct supervision of the RN or LPN. This includes providing basic care to patients, as well as assisting with activities. CNAs will accurately and correctly use medical technology including the electronic health record (EMR/EHR). CNAs serve as a conduit between patients and nurses. CNAs must record and communicate information and any issues to medical staff, therefore accurate and effective communication skills are required.

PERFORMANCE STANDARDS

- The CNA will adhere to all Mid-Valley Hospital policies and procedures and Washington State licensing laws without exception.
- The CNA has frequent contact with the public and often handles sensitive information and will maintain confidentiality.
- Obtains work assignment from RN and/or LPN at the beginning of shift and coordinates patient with her team leader throughout the shift. Notifies team leader of change in patient condition.
- Cares for all types of patients, i.e., neonatal, pediatric, psychiatric, geriatric, orthopedic, medical, surgical, detox, and cardiac.
- Uses personal protection equipment (PPE) correctly and appropriately.
- Takes accurate vital signs and reports all abnormal findings to RN.
- Maintains patient's environment by keeping surrounding furniture neat and orderly.
- Works to maintain overall cleanliness of patient rooms and facility in general.
- Monitors supplies within department and completes accurate restocking according to set PAR levels while watching for any out dated supplies, each shift as often needed.
- Participates in safety, disaster fire protection programs.
- Assists patients with ambulation as needed, getting out of bed, transferring to commode, wheelchair or stretcher.
- Work aids may be, but not all inclusive, scissors, stethoscope, scales, carts, wheelchairs, traction bar.
- Assists with bathing the patient, i.e., bed bath, partial bath or shower, and personal care.
- Follows normal chain of command.
- Completes assignments on time.
- Demonstrates appropriate bed making skills, uses linen wisely.
- Passes ice water, snacks, meals, monitors intake and output and documents the same.

GENERAL RESPONSIBILITIES

1. Reports for scheduled shift on time and prepared to assume responsibilities.
 - Reports to work in proper uniform/attire.
 - Leaves for meal break on time and returns on time.
 - Varies work schedule to meet the needs of the department.
 - Ensures the department manager has approved all scheduled overtime.
 - Seek supervisor approval before working beyond scheduled hours that will result in overtime.
 - Schedules all time off with supervisor's approval.
 - Strictly adheres to hospital attendance/tardiness policies 100% of the time.
 - Performs all duties as assigned.
 - Wears I.D. badge in a visible location at all times on hospital property.
 - Protects I.D. and access badge and reports any issues or loss immediately to supervisor or to the Human Resource Department.
2. Attends and participates in meetings and is responsible for information communicated at meetings and in email.
 - Attends all mandatory in service on a timely basis as scheduled.
 - Participates as an active team member at staff meetings.

Career Launch Endorsement Review (CLER) Application

- Reads communications and acts upon in a positive and informative manner.
3. Responds to all training/recertification notices timely and completes required training and/or recertification prior to deadline or expiration.
4. Exercise a commitment to practicing behaviors that are in agreement with the spirit of cooperation and reflect the values described in the Code of Mutual Respect and Professionalism.
5. Assists all patients, family members, physicians, visitors, and employees in a professional and courteous manner.
 - Extends special attention and sensitivity to all patients, visitors, physicians, and fellow employees.
 - Actively promote diversity and inclusion across organization for both patients and coworkers while avoiding any language or actions considered to be discriminatory or derogatory regarding race, creed, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age, height, weight, physical or mental ability, veteran status, military obligations, and marital status.
 - Assists in maintaining an atmosphere of cooperation and teamwork with other departments and community partners.
 - Demonstrates a genuine willingness to prevent or resolve inter-personal conflicts.
 - Demonstrates the ability to participate in and/or implement team decisions.
 - Adheres to HIPAA and all applicable privacy laws at all times, only sharing information on a "need to know" basis.
6. Follows Infection Control procedures at all times.
 - Clinical Personnel: Strictly adheres to standard precautions by adhering to the usage of personal protective equipment when handling blood or body fluids.
 - Non-Clinical Personnel: Washes hands and other skin surfaces with soap and water thoroughly and often in an effort to control spreading of germs within the department and facility.
 - Adheres to isolation procedures at all times as applicable.
7. Adheres to the following environmental care standards.
 - Demonstrates adequate knowledge of safety policies and procedures, the use of MSDS sheets, hazardous material procedures, and safety codes.
 - Code Blue, Code Gray, Code Silver, Code Amber, Code Red, Code Orange, Rapid Response Team
 - Demonstrates adequate knowledge of security issues, i.e. personal protection, protection of personal and hospital property.
8. Be familiar with and comply with the Mid-Valley Hospital & Clinic Personnel Handbook and Policies.
9. Be familiar with the collective bargaining agreement (Union Contract) of the UFCW21 and Mid-Valley Hospital.
10. Demonstrates the ability to adapt to varied age-specific patient populations.
 - Non-Clinical Personnel: This position has no responsibility for the assessment, treatment, or care of patients. However, the ability to communicate and interact with patients of all ages is required.

POSITION QUALIFICATIONS

EDUCATION: High School Diploma or GED and NA training.

EXPERIENCE: 1-3 years in acute care setting. May be waived at the discretion of Director of Patient Care Services.

REQUIRED CERTIFICATION/LICENSURE/REGISTRATION: The nursing assist is currently registered with Washington State and renews his/her license prior to his/her birthday year.

PERSONAL PROTECTIVE EQUIPMENT: Standard Precautions.

CAREER PATH: LPN, RN

PHYSICAL REQUIREMENTS: May be required to work any shift in emergencies. May be required to work any day of the week. Ability to exert up to 50 pounds occasionally and up to 25 pounds of force frequently and/or up to 10 pounds of force constantly to move objects. Ability to stoop by bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles. Lifting, pulling, pushing up to 100 pounds of weight. Frequent carrying of objects up to 20 pounds.

WORKING CONDITIONS: This person spends 95% of their time in temperature controlled office space. The potential for exposure to bio hazardous agents or exposure to blood-borne pathogens and other potential infectious agents is high. This position requires contact with patients and staff under a wide variety of circumstances. This person is subject to varying and unpredictable situations, many interruptions, long irregular hours, multiple calls and inquires.

Career Launch Endorsement Review (CLER) Application

| | |
|--------------|---|
| I-R 4 | <p>List of specific skills and competencies required for completion of Career Launch program, with demonstrated alignment to entry-level positions, job descriptions, and average local salary ranges.</p> <p>Average local salary ranges can be found in links to current job postings in I-R3.</p> <p>Refer to the Work-Based Learning Employee Checklist Document in I-R6.</p> |
| I-R 5 | <p>Employer attests that Career Launch program is in compliance with required federal, state, and local regulations.</p> <p>See endorsement letters (pages 11-18) and very specifically the Family Health Centers, LifeLine Inc., WorkSource, and Oroville School District support letters.</p> |
| I-R 6 | <p>Employers will outline a student supervision and mentorship model.</p> <p>See endorsement letters earlier in the application (pages 11-18). In addition to this, OHS has developed a student learning plan, and evaluation, that we will use with our various partners. This will allow employers to:</p> <ul style="list-style-type: none"> ● See all components of the student’s learning plan ● Perform a work skills evaluation on the student ● See the overarching goals of OSD ● Have access to OSD CTE Power Standards/Frameworks ● Perform a 21st Century Skills evaluation on students ● Have a training agreement that is agreed upon between students, parents/guardians, the employer, and the worksite learning coordinator, and meets additional state and federal requirements <p>See Work Based Learning Checklist Example Document below:</p> |

Career Launch Endorsement Review (CLER) Application

Attachment B



Oroville High School (OHS) Student Learning Plan and Evaluation 0-360 Hours (1 credit)

Student Name: _____

Employer: _____

Supervisor: _____

Job Title/Duties and Tasks: _____

How will this job help you meet your career goals? _____

Please evaluate the student on their Learning Plan and on the SCAN Skills below.

Rating Scale: 3 = Exceeds workplace standards, 2 = Meets workplace standards, 1 = below workplace standards, NA = Not Applicable

| LEARNING PLAN 0-180 HOURS | | 0-180 Hours | | | |
|--|-------------------------------------|---------------------------------|---|---|----|
| | | 3 | 2 | 1 | NA |
| 1 | Work as a member of a team. | | | | |
| 2 | Communicate clearly to supervisors. | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| ▶ Related School District Goal(s) – see back <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5 | | Evaluate after approx. 180 hrs. | | | |
| ▶ Related CTE Power Standards and/or 21 st Century Skills – see back ▶ Refer to CTE Approved Frameworks - see back page | | | | | |

| WORK SKILLS EVALUATION | | 180 Hours | | | | 360 Hours | | | | |
|------------------------|--|-----------|---|---|----|-----------|---|---|----|--|
| BASIC SKILLS | | COMMENTS | | | | | | | | |
| | | 3 | 2 | 1 | NA | 3 | 2 | 1 | NA | |
| 1 | Reading/writing skills for job | | | | | | | | | |
| 2 | Math skills for job | | | | | | | | | |
| 3 | Technology skills for job | | | | | | | | | |
| THINKING SKILLS | | | | | | | | | | |
| 4 | Follows job safety and health rules | | | | | | | | | |
| 5 | Follows directions and ask for clarification | | | | | | | | | |
| 6 | Shows good judgment (plans tasks) | | | | | | | | | |
| 7 | Problem solving | | | | | | | | | |
| 8 | Decision making | | | | | | | | | |
| PERSONAL QUALITIES | | | | | | | | | | |
| 9 | Is punctual and meets attendance standards | | | | | | | | | |
| 10 | Maintains appropriate personal hygiene and dress | | | | | | | | | |
| 11 | Responds appropriately to supervisors | | | | | | | | | |
| 12 | Reacts appropriately to constructive criticism | | | | | | | | | |
| 13 | Completes tasks/assignments on time | | | | | | | | | |
| 14 | Shows initiative (self starter) | | | | | | | | | |

| | | | | |
|----------------------------|-----------------|--|---------------------------------|--|
| | Supervisor | | | |
| Evaluation Initials | WSL Coordinator | | | |
| | Student | | | |
| | | | ▲ | |
| | | | Evaluate after approx. 360 hrs. | |

Career Launch Endorsement Review (CLER) Application

Attachment B

| LEARNING PLAN 181-360 HOURS | | 181-360 Hours | | | |
|--|-------------------------------------|---------------|---|---|----|
| | | 3 | 2 | 1 | NA |
| 1 | Work as a member of a team. | | | | |
| 2 | Communicate clearly to supervisors. | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| ▶ Related School District Goal(s) – see back <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5 | | | | | |
| ▶ Related CTE Power Standards and/or 21 st Century Skills – see back ▶ Refer to CTE Approved Frameworks - see back page | | | | | |

Oroville School District Goals

- Goal 1: **P/K-12 Achievement:** Each student will meet or exceed all state and district standards
- Goal 2: **College and Career Ready:** Each student will graduate with the necessary skills and appropriate plan to continue to postsecondary options
- Goal 3: **Equity and Access:** Each student will be valued, connected and achieving – no barriers
- Goal 4: **Business Operations** will support the educational process, increase student achievement and provide value through efficient and effective allocation of operational resources
- Goal 5: **Human Resources:** will use exemplary practices to recruit, train and retain a diverse, high quality staff for schools and departments across the district

Oroville School District CTE Power Standards

| | |
|--|---|
| CCSS-ELA | |
| <i>College and Career Readiness Anchor Standards for Reading</i> | |
| <input type="checkbox"/> | 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| <input type="checkbox"/> | 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| <i>College and Career Readiness Anchor Standards for Writing</i> | |
| <input type="checkbox"/> | 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| <i>College and Career Readiness Anchor Standards for Speaking and Listening</i> | |
| <input type="checkbox"/> | 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| <input type="checkbox"/> | 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| <i>College and Career Readiness Anchor Standards for Language</i> | |
| <input type="checkbox"/> | 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| CCSS- Math | |
| <i>Number and Quantity</i> | |
| <input type="checkbox"/> | N-Q Quantities Reason quantitatively and use units to solve problems |
| <i>Statistics and Probability</i> | |
| <input type="checkbox"/> | S-MD Using Probability to Make Decisions Use probability to evaluate outcomes of decisions |
| Washington State Educational Technology Standards | |
| <i>Digital Citizenship – Operate Systems</i> | |
| <input type="checkbox"/> | 2.2.1 Develop skills to use technology effectively |
| American School Counselor Association (ASCA) Standards | |
| <i>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i> | |
| <input type="checkbox"/> | C:A1 Develop Career Awareness |
| <i>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</i> | |
| <input type="checkbox"/> | C:B1 Acquire Career Information |
| 21st Century Skills | |
| <i>Learning and Innovation Skills</i> | |
| <input type="checkbox"/> | 1B Work creatively with others |
| <input type="checkbox"/> | 2C Make judgments and decisions |
| <i>Life and Career Skills</i> | |
| <input type="checkbox"/> | 7B Be flexible |

Career Launch Endorsement Review (CLER) Application

Attachment B

21st Century Skills

| | | |
|---|--|---|
| <p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others | <p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <input type="checkbox"/> Apply Technology Effectively | <p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others |
|---|--|---|



Worksite Learning (WSL) Training Agreement

_____ Student Name

Student Responsibilities: (Failure to comply with any of the following may result in termination from the program)

1. Complete all required forms. WSL hours cannot be counted towards credit until paperwork is completed and signed.
2. Provide your own transportation to and from the job using public transportation or in a legally licensed and insured vehicle.
3. Correctly document all hours worked.
4. Become familiar with and conform to all student employee regulations and policies set forth by the employer and the coordinator.
5. Notify the Worksite Learning Coordinator within 24 hours if there is a change of work hours or if termination occurs.
6. Keep regular attendance at school and on the job and notify the employer of any anticipated absences.
7. Understand the in-school class is a vital part of the Worksite Learning program. Failure in the class will also result in failure of the work credit.
8. Understand that short and long-term school suspension policies will also apply to the Worksite Learning program.
9. Be aware that if the student is expelled, he/she will be in violation of the agreement and the agreement will be terminated.
10. Abide by the dress code of the learning/training site.

Student Signature: _____ Date: _____

Parent/Guardian Responsibilities: (if student is under 18 years old)

1. Assume responsibility for the conduct and safety of the student from the time they leave school until reporting to work and from the time they leave the work site until returning to school or home. Highline Public Schools assumes no responsibility or liability for student's travel, conduct, or safety once the student leaves school grounds.
2. Encourage the student's active participation, punctuality, attendance, and personal growth in this program.
3. Support this agreement during the student's participation in the work-credit program.

Parent/Guardian: _____ Signature: _____ Date: _____
(print)

I Student is 18 years of age and does not require Parent/Guardian Signature.

Employer Responsibilities:

Business Name: _____

Business Street Address: _____ City/Zip: _____

Supervisor Phone: _____ Supervisor Email: _____

Career Launch Endorsement Review (CLER) Application

Attachment B

1. Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
2. Comply with the nondiscrimination statement listed on the back of this agreement.
3. Provide the student employee with the same considerations given a regular beginning employee with regard to safety, health, social security, general working conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Monitor the number of hours worked by the student. The maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades and comply with State L & I regulations.
5. Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
7. Verify student work hours.

Employer: _____ Signature: _____ Date: _____
(print)

Worksite Learning Coordinator Responsibilities:

1. Contact the employer/supervisor at the learning worksite periodically and become acquainted with the immediate job-site supervisor.
2. Become familiar with the nature of the work that the student is expected to perform and assist the student if conflicts arise which may be detrimental to success on the job.
3. **Endeavor to resolve any problems that arise from the student's employment to the mutual satisfaction of all parties concerned.**

Worksite Learning Coordinator Signature: _____ Date: _____

WSL 2

(OVER)

Employer Responsibilities: (if more than one employer)

Business Name: _____

Business Street Address: _____ City/Zip: _____

Supervisor Phone: _____ Supervisor Email: _____

1. Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
2. Comply with the nondiscrimination statement listed on the back of this agreement.
3. Provide the student employee with the same considerations given a regular beginning employee with regard to safety, health, social security, general working conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Monitor the number of hours worked by the student. The maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades and comply with State L & I regulations.
5. Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
7. Verify student work hours.

Employer: _____ Signature: _____ Date: _____
(print)

Employer Responsibilities: (if more than two employers)

Business Name: _____

Business Street Address: _____ City/Zip: _____

Supervisor Phone: _____ Supervisor Email: _____

1. Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
2. Comply with the nondiscrimination statement listed on the back of this agreement.

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5. Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
7. Verify student work hours.

Employer: _____ Signature: _____ Date: _____
(print)

NONDISCRIMINATION AGREEMENT FOR WORKSITE LEARNING PROGRAM

The Oroville School District and the learning worksite employer assures compliance with state and federal guidelines and regulations regarding nondiscrimination against any employee/student on the basis of race, color, national origin, gender, or disability in recruitment, responsibility, and pay. Harassment of any employee/student with regard to race, color, national origin, gender, or disability is strictly prohibited.

Oroville Public School - Work Based Learning – Career and Technical Education

Incident Command:

- Explain the principles and basic structure of the Incident Command System (ICS).
- Describe the National Incident Management System (NIMS) and its management characteristics that are the foundation of ICS.
- Describe the ICS functional areas and the roles of the Incident Commander and Command Staff.
- Describe the General Staff roles within ICS.
- Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.
- Describe and identify the key concepts, principles, scope, and applicability underlying NIMS.
- Describe activities and methods for managing resources.
- Describe the NIMS Management Characteristics.
- Identify and describe ICS organizational structures.
- Explain Emergency Operations Center (EOC) functions, common models for staff organization, and activation levels.
- Explain the interconnectivity within the NIMS Management and Coordination structures: ICS, EOC, Joint Information System (JIS), and Multiagency Coordination Groups (MAC Groups).
- Identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats.
- Analyze, evaluate, discuss, and communicate ideas about current emergency operations procedures in our district to administrators and staff.
- Troubleshoot, brainstorm, problem-solve, and make suggestions for improvement to the current emergency operations procedures in our district.
- Collect data/information from staff and student actions during drills, analyze and form connections and/or patterns of commonalities in behaviors/reactions, and make suggestions based on collected evidence/data.

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- Demonstrate the proper stance, body positions, baton positions, and primary/secondary strike motions used with the CSB in open or closed mode.
- Identify and explain the primary and secondary strike areas on the human body to target with the CSB in open or closed mode.
- Identify and explain the prohibited strike areas on the human body for use of the CSB.
- Demonstrate the proper body position, baton position, and strike motions used with the CSB when an officer is in a ground confrontation.
- Explain officer reporting requirements and suspect safety precautions to implement, after handcuffing, and following the use of a CSB.
- Define and explain positional asphyxia.
- Explain first aid requirements and health precautions to implement after the use of a CSB or OC spray to protect against positional asphyxia.
- Firearms:**
- List and explain the four "universal safety rules" for proper and safe firearms handling.
- Identify and explain the duties of a responsible firearms owner.
- Explain the proper procedures to reduce risks associated with firing and handling a firearm, to include mental attitude and environmental factors.
- Explain proper procedures to follow when unsafe conditions are observed in public, training, or at home.
- Identify and explain the importance of a firearm safe and trigger locking devices when firearms are stored at home or at work.
- Identify and be aware of the physiological and psychological changes in the body that occur during a deadly force situation, and explain how effective training helps officers to mitigate these changes during a high stress incident.
- Explain general range safety rules, processes, and procedures to follow in training/practice situations.
- Identify and explain the types of handguns, and the difference between a semi-automatic handgun and a single/double-action revolver.
- Explain the various parts/components of a semi-automatic firearm using the correct nomenclature.
- Identify universal care and maintenance practices for firearms.
- Explain and demonstrate how to check the safety of a firearm, to include "clearing" a firearm, chamber check/finger swipe, and performing a "functions check" on a training weapon.
- Demonstrate and explain the following on a training weapon: proper drawing technique(s), proper grip, proper stance(s), proper body positions while moving with an un-holstered weapon, muzzle control, proper aiming techniques, proper target acquisition, trigger control, breathing, follow-through (sight picture/stance), low-light techniques w/flashlight and modified grip/hand placement, transitions from weapon to other tools/equipment, and proper holstering techniques.
- Explain the difference between "cover" and "concealment".
- Demonstrate and explain proper weapon retention techniques.
- Demonstrate and explain various methods to disarm and/or disable a weapon in close quarter situations.
- Application of Skills/Techniques: (Officer Presence)**
- Demonstrate the alert "field interview stance" and posture.
- Demonstrate and explain pre-contact awareness by analyzing the contact environment, cover, concealment, spatial awareness, officer v. suspect factors, time, location, lighting, and reason for contact (type of infraction).
- Explain and demonstrate examples of "officer presence" that can make an officer a "hard target".
- Explain professionalism awareness during contact as it relates to social media, smart phones, body cameras, bystanders, and personal video cameras.
- Application of Skills/Techniques: (Verbal Commands)**
- Demonstrate confident, direct, and concise verbal commands during a contact scenario.
- Demonstrate and explain verbal de-escalation strategies to attain suspect compliance in a scenario.
- Explain the relationship between verbal commands, eye contact, and body language/posture for the officer and suspect as pre-action indicators in a scenario.
- Perform a compliant standing handcuffing technique.
- Application of Skills/Techniques: (Soft Techniques)**
- Define, understand, and explain with examples the difference between passive non-compliant, active resistant, and assaultive/combative suspect actions.
- Understand that the application of "soft techniques" are used on suspects displaying passive non-compliant and active resistant actions.
- Physically apply techniques to the sixteen basic pressure-points on the human body used by officers to achieve suspect compliance.
- Demonstrate an "officer ready" stance and position.
- Demonstrate proper hand and foot movements/placements when applying grabs, drags, holds, and open-handed pressure during suspect contact.
- Perform a joint manipulation takedown to prone handcuffing technique with and without partner assistance.
- Perform a joint manipulation escort hold, and escort a suspect without partner assistance.
- Perform a tactical OC Spray exposure to a suspect using an inert canister and properly control the suspect during a prone handcuffing arrest.
- Application of Skills/Techniques: (Hard Techniques)**
- Identify and explain pre-attack indicators such as body language, stances, posturing, lowering of forehead, and verbal cues.
- Perform proper body movements of arms, head, and feet to avoid, or deflect, an attack by a combative/assaultive suspect.
- Perform the correct body mechanics for delivering an effective strike, kick, elbow, throw, or head to counter-attack a suspect (with training bags) while targeting the proper body areas.
- Perform the proper techniques to defend from a rear attack, throw, and neck/choke hold by a suspect.
- Perform the proper ground confrontation techniques when an officer is at a disadvantage (on back), proper weapon retention skills, and the proper technique to obtain a position of advantage (standing).
- Perform the proper deployment, grip, and strikes with a CSB in a role-play scenario (with a training bag).
- Demonstrate the ability to control an assaultive suspect in a simulated combat situation (REDMAN SCENARIO). Students will use hard defensive tactic techniques (various strike styles), including a training CSB, to control a suspect (handcuffed). The role-player may escalate from "officer presence" to "deadly force" and students must respond accordingly.
- Application of Skills/Techniques: (Deadly Force)**
- Explain examples of, and identify situations in which deadly force could be authorized by an officer.
- Demonstrate and articulate the reasoning for using deadly force with a CSB on a role-player in a scenario.
- Demonstrate and articulate the reasoning for using deadly force with a training firearm in a "shoot" or "don't shoot" incident involving a role-play scenario.
- Identify possible mental and physical health impacts an officer could encounter following the use of deadly force
- Warranty Writing:**
- Understand and explain the requirements and process for authorized searches, seizures, and/or arrest warrants.
- Understand when an officer conducts a search based on a court ordered search warrant or a criminal arrest, the officer/agent/department is required to prepare an accompanying affidavit of probable cause (PC). The court will not issue a warrant if the affidavit does not establish PC.
- Define and explain the term "probable cause" and include an understanding about the totality of facts/circumstances, reasonable and prudent officer, reasonable belief of guilt to the person being searched or seized, and an explanation about "time of execution".
- Explain the 3 factors that are required for a search or seizure to be considered reasonable based on the 4th Amendment's "general rule".
- Identify and explain restrictions for "executed in a reasonable manner" as it applies to time (number of days from issuance), time of day to be served (day/night), and a "knock and announce" clause.
- Identify standard causes for a warrant to be issued (criminal activity, contraband, illegal possessions, intent to commit, etc.).
- Identify and explain a charging document as it applies to an arrest with a warrant.
- Identify and explain an authorized arrest without a warrant (4th Amendment exceptions).
- Identify the who-what-when-where-why-how elements in a standard written report.
- Create a well-written, grammatically correct factual report with accuracy, conciseness, objectivity, and clarity (based on performance scenarios).
- Identify and locate state statutes as they pertain to situations observed or reported (scenarios).
- Identify the required components/contents of a "Criminal Complaint".
- List and explain the 5 parts in a "Criminal Complaint Affidavit of Probable Cause".
- List and explain the required components/contents of a search warrant package -- "Application for a Search Warrant".
- List and explain the required components/contents of a "Search and Seizure Warrant".
- List and explain the 5 parts in a "Search Warrant Affidavit of Probable Cause".
- List and explain the required parts in a "Arrest Warrant" and understand the distinction between complaint, indic

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- Demonstrate and explain the proper techniques for completing a pat-down search by searching areas accessible to the hands, the four front quadrants, the four rear quadrants, and verbalizing how to search the groin/chest area on a suspect.
- Explain the meaning of C.I.D.S., and demonstrate each step in order.
- Demonstrate and explain the proper techniques for escorting a handcuffed suspect safely.
- Demonstrate and explain the proper technique for releasing a handcuffed suspect safely.
- Develop a written explanation of the arrest scenario in a mock Police Report as outlined in report writing instructions.

Use of Force:

- Define and explain the legal meaning of force.
- Understand and explain the significance of knowing when to legally use force as an officer, and the implications of the decision to use force.
- Explain the Constitutional protections afforded to citizens against the unreasonable use of force (UOF).
- Explain how the terms "reasonable" and "necessary" are guidelines for the UOF.
- Demonstrate an understanding about the US Supreme Court case *Graham v. Connor*, and how it applies to reasonable force in rapidly evolving situations.
- Identify and explain "Graham Factors" as they relate to an officer's decision-making in the UOF.
- Explain the obligation and responsibility of a professional officer, as it relates to demonstrating sound judgement, restraint, and discipline when using force in high stress situations.
- Demonstrate de-escalation techniques and explain the significance of using de-escalation strategies to avoid using force, if/when possible.
- List the 5 levels of force depicted on the Use Of Force Continuum (UOFC), and explain the model and its color coding in relation to an officer's actions or reactions when contacting a suspect.
- Explain and understand the UOFC is not systematically or mechanically applied, but requires the officer to rapidly adjust while analyzing complex situations which are rapidly evolving.
- Demonstrate and explain (by analyzing video segments, report reviews, and role-play scenarios) the possible transition process in the 5 levels on the UOFC, as a situation may escalate or de-escalate.
- Identify and explain "totality of circumstances" in relation to an officer's UOF, and mitigating/aggravating circumstances (environment, training, size, age, mental attitude, fitness level, etc.).
- Describe, demonstrate, and list examples of "Officer Presence".
- Describe, demonstrate, and list examples of "Verbal Commands".
- Describe, demonstrate, and list examples of "Soft Techniques".
- Identify the increased risks associated with using "Soft Techniques" for the officer and suspect.
- Identify intermediate UOF tools used in the force level of "Soft Techniques".
- Describe, demonstrate, and list examples of "Hard Techniques".
- Identify the increased risks associated with using "Hard Techniques" for the officer and suspect.
- Identify intermediate UOF tools used in the force level of "Hard Techniques".
- Describe and list examples of "Deadly Force".
- Explain the terms "probable cause, reasonable belief, and imminent threat" as it relates to the application of deadly force.
- Identify the increased risks associated with using "Deadly Force" for the officer and suspect.
- Identify UOF tools used in the force level of "Deadly Force".
- Analyze and explain the significance of the Supreme Court ruling in *Tennessee v. Garner*, in relation to a fleeing suspect (fleeing felon) and the use of deadly force.
- Explain the importance of officer training in intermediate force weapons to assist in mitigating deadly force situations.
- Understand the impacts on an officer's mental and physical health following an incident of applying deadly force.
- Understand the impacts on a community and the surviving family of a suspect following an incident of applying deadly force.
- Understand and discuss the impacts on officers and community relationships following: Rodney King, Trayvon Martin, Michael Brown, or other examples of UOF incidents.

Defensive Tactics:

Basic Health and Wellness

- Identify and explain the advantages of healthy lifestyle, physical fitness, nutrition, and mental wellness as it relates to fitness for duty.
- Explain how the appearance of being physically fit impacts the public's view of "officer presence".
- Understand the requirements to pass the Washington State Law Enforcement Academy Physical Fitness Abilities Test (P.F.A.T.) with a score of 160 points or above.
- Participate in weekly cardiovascular and/or core muscle development activities throughout the year.
- Perform a 300 meter run in 71 seconds or less.
- Perform 21 or more push-ups (no time limit).
- Perform 30 or more sit-ups in less than one minute.
- Perform a 1.5 mile run/walk in 14:31 minutes or less.

Basic Defensive Tactics Concepts:

- Identify and explain the basic principles, mindset, and goals of defensive tactics with and without intermediate force weapons.
- Understand and explain the difference between defensive tactics and self-defense as it relates to offensive and defensive officer mindset.
- Identify and explain the significance of the Below-100 Initiative in terms of goals, training, mental/physical recovery, and mindset for officers to reduce law enforcement fatalities.
- Demonstrate the appropriate levels of language (verbal commands) in the application of defensive tactics techniques.
- Explain where particular defensive tactics skills and techniques fall on the Use of Force Continuum (UOFC) when applied in scenarios.

Human Anatomy and Intermediate Force Weapons (IFW):

- Identify by name and explain the sixteen basic pressure-points on the human body used by officers to achieve suspect compliance.
- Identify by name and explain the three basic joint manipulation areas on the human body to escort or takedown a suspect.
- Identify by name and explain the primary target areas on the human body to strike with the hands, feet, head, elbows, or IFW during defensive tactics.
- Identify by name and explain the secondary target areas on the human body to strike with the hands, feet, head, elbows, or IFW during defensive tactics.
- Identify by name and explain the lethal force target areas on the human body to strike with an IFW, or to grab/hold during defensive tactics.
- Explain why Oleoresin Capsicum (OC) is categorized as an intermediate force weapon and may be used during "soft techniques" on the UOFC.
- Define the ingredients of an authorized OC device.
- Identify the components and specifications of an OC device using the correct nomenclature.
- Define the physiological and psychological effects of OC spray on a suspect.
- Define the authorized OC spray devices approved for officers to carry on duty.
- Demonstrate how to prepare an OC device (inert canister) for duty carry.
- Explain first aid and decontamination procedures, medical emergencies, and transport/monitoring requirements for a suspect exposed to OC spray.
- List the primary target areas on the human body to deliver a tactical OC spray exposure to a suspect.
- Describe and demonstrate proper body positioning, verbal commands, and drawing techniques when using an OC spray device.
- Explain and demonstrate the proper measurements of distance to deliver a tactical exposure of OC spray to a suspect.
- Explain and demonstrate the proper amount (volume and burst time) to deliver a tactical exposure of OC spray to a suspect.
- Explain and demonstrate the proper method of delivering a tactical OC spray exposure to a suspect.
- Describe the rationale for officer exposure to active OC spray as part of certification and training.
- Describe defensive strategies an officer can employ when a suspect uses OC on the officer.
- Identify the storage and maintenance requirements for OC devices.
- Identify and explain the decontamination requirements officers must implement following an OC exposure to a suspect.
- Identify and define the tactical advantages of the Collapsible Straight Baton (CSB).
- Identify the nomenclature, component parts, and proper maintenance procedures for the CSB.
- Demonstrate the proper carry positions of the CSB.
- Demonstrate the three proper tactical deployment methods of the CSB.
- Demonstrate the proper grip of the CSB.

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Career Research:

- Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
- Identify the occupational hazards and risks associated with law enforcement careers (physical injury, mental/emotional injury, and death).
- Demonstrate an understanding about the top 5 occupational hazards of law enforcement officers while on/off duty (public threat/mental health/etc.) by examining local, state, and national statistical data/reports.
- Demonstrate an understanding of the most common safety concerns for law enforcement officers in the line of duty (public contact/equipment usage/environmental factors).
- Examine incidents of law enforcement fatalities (deaths in the line of duty), and identify the impacts of these cases on the communities, families, and departments of those officers.
- Assess and implement measures to maintain safe and healthy conditions in a law, public safety, corrections and/or security environment.
- Describe personal and jobsite safety regulations that ensure employees maintain a safe and healthy work environment.
- Identify and apply OSHA and other health and safety regulations that apply to specific tasks in the work environment.
- Identify, describe, and demonstrate personal/occupational safety procedures when handling training equipment, and moving/lifting/exercising during hands-on training simulations.
- Understand and demonstrate the proper application and usage of PPE (personal protective equipment) for officer safety.
- Demonstrate the safe usage, storage, and maintenance of all training aids and equipment in the classroom and all-purpose room.
- Identify practices/procedures used to prevent and/or minimize accidents.
- Explain the roles of individuals and companies/organizations in ensuring workplace safety.
- Discuss ways to identify and prevent workplace/school violence.
- Explain procedures for reporting accidents, hazards, and concerns to supervisors or administrators in the workpl

Law and Law Enforcement:

- Identify the federal documents (US Constitution and Bill of Rights) that define the power and limitations of the government.
 - Identify the state documents (WA State Constitution) that define the power and limitations of the government.
 - Explain the 1st Amendment protections and the impact the press has on our society.
 - Explain the 2nd Amendment and WA State equivalent (Article 1-Section 24 of the WA State Constitution). Explain the impacts of the 2nd Amendment on our society (pros/cons and controversy).
 - Explain the 4th Amendment.
 - Explain the 5th Amendment.
 - Explain the significance of *Miranda v. Arizona*.
 - Understand and explain the circumstances that must exist for officers to advise suspects of their Miranda Warnings.
 - Explain the 6th Amendment.
 - Explain the 8th Amendment.
 - Explain the 9th Amendment.
 - Explain the 14th Amendment.
 - Understand the obligations by police officers when taking an oath to the US and State Constitutions.
 - Explain "government" in relation to a person's rights and law enforcement procedures.
 - Explain the difference between a brief investigatory stop and a seizure.
 - Identify and explain the prerequisite requirements for the application of a lawful seizure.
 - Understand and explain factors to affect an arrest without a warrant, and identify reasonable circumstances that would justify this action. Explain RCW 10.31.100
 - Explain the factors that define a search.
 - Explain and list examples of "reasonable expectation of privacy".
 - List the requirements of a "Jones" search.
 - List the requirements of a "Katz" search.
 - Understand "intrusion" in a physical, visual, and auditory manner.
 - Explain the 4th Amendment protections as they relate to the use of technology in a search.
 - Identify and explain common forms of technology that require a search warrant and technology that does not.
 - Understand and list examples of "Curtilage".
 - Explain and give examples of implied consent and implied license to access curtilage.
 - Identify and explain the following levels of suspicion: proof beyond a reasonable doubt, reasonable certainty, probable cause, reasonable suspicion, mere suspicion, and no suspicion.
 - Apply the levels of suspicion in scenarios to articulate the appropriate action in each encounter.
 - Explain the significance of the court case *Terry v. Ohio*.
 - Identify the 9 exceptions to the 4th Amendment search protections.
 - Explain "consent to search" and understand how actual authority, apparent authority, and common authority can impact a search.
 - Describe a "plain view seizure" as a 4th Amendment exception.
 - Describe a "vehicle inventory" search as a 4th Amendment exception.
 - Describe a "protective sweep" search as a 4th Amendment exception.
 - Describe an "exigent circumstance -- hot pursuit/emergency aid/imminent destruction of evidence" search as a 4th Amendment exception.
 - Describe a "search incident to a lawful arrest" as a 4th Amendment exception.
 - Describe a "Terry Stop" search as a 4th Amendment exception.
 - Explain the *Carroll Doctrine* and describe a "Mobile Conveyance" search as a 4th Amendment exception.
 - Explain *U.S. v. Cotterman* and describe a "Border Search or Functional Equivalent of the Border" search as a 4th Amendment exception.
 - Explain how "stop-and-identify" laws were upheld in 2004 by the Supreme Court, and how this is an exception to the requirement for Miranda Warnings.
 - Understand and explain 42.U.S.C.1983 as it applies to police officers violating a person's Constitutional Rights.
 - Explain the definition of a law, and understand that those who enforce the law are not the same as those who make the laws.
 - Identify and explain the three levels of the federal court jurisdiction (US District Court, US Court of Appeals, and the US Supreme Court).
 - Identify and explain the scope and limitations of the municipal, district, and superior courts of Washington.
 - Describe how a law can be: written or unwritten common law -- it can have constitutional, statutory, or case authority -- it can involve public or private parties -- and it can be a criminal or civil offense.
 - Explain the differences between a misdemeanor, gross misdemeanor, and a felony crime.
- Understand culpability and RCW Title 9A: explain intent, knowledge, recklessness, substantial:

Police Procedure: Field Contact:

- Demonstrate and explain the importance of using professional language, positive body language, and exuding officer confidence when interacting with citizens.
- Explain the social dynamics and community relationships officers must consider as factors when making contact with a citizen.
- Explain and demonstrate a safe field interview stance with professional posture when contacting a citizen.
- Demonstrate and explain why officers must have a spacial awareness and be environmentally aware during every encounter.
- Explain and articulate levels of suspicion to justify the lawful arrest in a given scenario.
- Demonstrate the proper verbal commands and techniques to place a suspect in the standing, kneeling, and prone handcuff position.
- Demonstrate the safe approach to a suspect in a handcuff position, and properly apply handcuffs to a suspect, to include: index and double-locking of the handcuffs.
- Demonstrate safe handling and control of the suspect while in custody.
- Demonstrate and explain the importance of advising the suspect of his/her Miranda Warnings.
- Identify the prerequisites for application of the Miranda Warnings.
- Explain the proper actions, and standard procedures, for officers when suspects exercise their rights afforded in the Miranda Warnings.

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| I-R 7 | <p>Description of common career pathway(s) beginning with entry-level position specified with demonstration of likely salary growth over specified time period.</p> <p>Refer to the HEALTH AND PUBLIC SAFETY PROGRAM of STUDY Document in A-R2 (Occupations located in the column on the far right side).</p> |
| I-R 8 | <p>Demonstrated competency alignment with relevant professional standards for specified entry-level positions when applicable.</p> <p>Refer to the Work-Based Learning Employee Checklist Document in I-R6. Refer to the HEALTH AND PUBLIC SAFETY PROGRAM of STUDY Document in A-R2.</p> |
| I-R 9 | <p>Signed letter from employers partners attesting that Career Launch completers will be ready for specified entry-level jobs, including an optional, non-binding commitment estimating number of Career Launch completers they plan to interview/hire over the first three years of the program.</p> <p>See employer letters previously posted in the application in P6.</p> |

Academic-Related Checklist

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|-------------|---|
| A-R1 | <p>List of academic institution(s) providing career-aligned instruction for Career Launch program.</p> <p>Refer to HEALTH AND PUBLIC SAFETY PROGRAM of STUDY Document in A-R2.</p> |
| A-R2 | <p>Curriculum scope and sequence aligned to skills and competencies provided in employment checklist.</p> <p>Refer to Work Based Learning Employment Checklist I-R6 and Program of Study listed below.</p> |

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PROGRAM OF STUDY

Career Cluster: Health and Public Safety

Career Cluster Pathway: Health and Public Safety

This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended coursework and should be individualized to meet each learner's education and career goals. This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

| LEVELS | GRADE | English/ Language Arts (4) | Math (3) | Science (3) | Social Studies/ Sciences | Advisory (* Denotes Graduation Requirement) | Career & Technical Courses, Leadership And/or Degree Major Courses | Industry/Technical Certification | SAMPLE Occupations Relating To This Pathway |
|-----------|-------|----------------------------------|---|--|-----------------------------|--|---|--|--|
| SECONDARY | 7 | English 7 | Math 7 | Science 7 | WA St. History | <i>One Reflective Exploration Experience for each 16 Career Pathways</i> <i>On-going Progress Monitoring and Academic Review</i> <i>HSBP Update -Career Interest Survey via WOIS</i> | Health Biology Chemistry Physics Anatomy (future offering) | ICS 100 ICS 700 s190 (Prep for Fire 1 and Red Card Certification) s130 (Prep Card for Fire 1 and Red Card Certification) | Little or No Preparation <ul style="list-style-type: none"> • Basic Healthcare • CNA Some Preparation <ul style="list-style-type: none"> • Corrections • Criminal Justice • EMT • Explorer/Cadet • Pre-Law Enforcement • Home Healthcare Aide • Investigative Techniques • Wildland Firefighter • Fire Service Administration |
| | 8 | English 8 | 8Pre-Algebra Algebra I | Earth Science | Social Studies 8 | <i>One Reflective Exploration Experience for each 16 Career Pathways</i> <i>On-going Progress Monitoring and Academic Review</i> <i>HSBP Update -Career Interest Survey via WOIS*</i> <i>-Course and Program of Study Planning via WOIS*</i> | Physiology (future offering) TEALS/Computer Programming (Articulation) Forestry (CTE) Business Communication (CTE & Articulation) Small Business Management (CTE) | Stihl Certification First Aid/CPR/AED Wilderness CPR Pack Test Field Experience Emergency Medical Responder (EMR) Certification | Medium Preparation <ul style="list-style-type: none"> • Advanced Healthcare • Corrections • Criminal Justice • Cybercrime Investigation • EMT • Fingerprint Technician • Forensic Science • Nursing • Nursing Assistant • Paramedic • Private Security • Public Safety Communications • School Health Technician • Fire Science • Fire Officer |
| | 9 | English 9 | Algebra I Geometry Algebra II Consumer Lit | Physical Science Agriculture (Articulation) | None | <i>One Reflective Exploration Experience for each 16 Career Pathways</i> <i>On-going Progress Monitoring and Academic Review</i> <i>HSBP Update -Career Interest Survey via WOIS*</i> <i>-Resume*</i> <i>-Cover Letter*</i> <i>-Post Secondary Planning via WOIS*</i> | Business Law (future offering) Digitools (CTE) Public Safety I (CTE) Public Safety II (future offering) | Field Experience Emergency Medical Responder (EMR) Certification | Considerable Preparation <ul style="list-style-type: none"> • Criminal Justice • LPN • Medical Assistant • Mental Health Assistant • Nursing • Occupational Therapist • Paramedic • Pharmacy Technician |

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| | | | | | | | |
|---|--|---|---|---|--|--|---|
| 10 | English 10 | Geometry Algebra II Trig/ Pre-Calculus (CIH) CAD (Articulation) TEALS/Computer Programming (Articulation) Carpentry (Articulation) | Biology TEALS/Computer Programming (Articulation) CAD (Articulation) Natural Resources (Articulation) Agriculture (Articulation) Engineering (Dual) | World History | <p><i>One Reflective Exploration Experience for each 16 Career Pathways</i></p> <p><i>On-going Progress Monitoring and Academic Review</i></p> <p><i>HSBP Update</i> -Career Interest Survey via WOIS* -Update Resume* -Update Cover Letter* -Post Secondary Planning via WOIS*</p> | | Extensive Preparation <ul style="list-style-type: none"> • Criminal Justice • Forensic Science • Health Promotion and Management • Nursing • Respiratory Care • RN |
| | SBAC & Academic Review RCW 28A.230.090 | | | | <p><i>One Reflective Exploration Experience for each 16 Career Pathways</i></p> <p><i>HSBP Update</i> -Career Interest Survey via WOIS* -Update Resume* -Update Cover Letter* -Post Secondary Planning via WOIS* -Driver's License (Age 16 or over) -Social Security Card -Revision of HSBP as determined by an academic review* -Completion of 2 mock interviews -Completed OHS Student Learning Plan and Evaluation Form -Employability Soft Skills -Completed Job Application -Attendance Requirements Met -Behavior Requirements Met -Graduation Requirements Up to Date</p> | | |
| | 11 | English 11 | Algebra II Trig/ Pre-Calculus (CIH) AP Calculus | Forestry (Articulation Tech Prep) Chemistry Physics | US History Business Law (Not currently in the schedule) | <p><i>One Reflective Exploration Experience for each 16 Career Pathways</i></p> <p><i>On-going Progress Monitoring and Academic Review</i></p> <p><i>HSBP Update</i> -Career Interest Survey via WOIS* -Update Resume*</p> | |
| Business Communications CH 170 (Dual) CH101 (Dual) | | CAD (Articulation) | Computer Programming (Articulation) | | | | |

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| 12 | | TEALS/Computer Programming (Articulation) Carpentry (Articulation) | CAD (Articulation) Natural Resources (Articulation) Agriculture (Articulation) Engineering (Dual) | | -Update Cover Letter* -Post Secondary Planning via WOIS* -Driver's License (Age 16 or over) -Social Security Card -Revision of HSBP as necessary -Completion of 2 mock interviews -Completed OHS Student Learning Plan and Evaluation Form -Employability Soft Skills -Completed Job Application -Attendance Requirements Met -Behavior Requirements Met -Graduation Requirements Up to Date | | | | |
| | <i>HSBP & Academic Review for career maturity & career pathway placement</i> | | | | <i>HSBP Update</i> | | | | |
| | English 12 Business Communications (CTE) CH 170 (Dual) CH101 (Dual) | Trig/Pre-Calculus (CIH) AP Calculus CAD (Articulation) TEALS/Computer Programming (Articulation) Carpentry (Articulation) | Forestry (Articulation Tech Prep) Chemistry Physics TEALS/Computer Programming (Articulation) CAD (Articulation) Natural Resources (Articulation) Agriculture (Articulation) Engineering (Dual) | Civics .5 CWP .5 Business Law (Not Currently Offered in the Schedule) | One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSBP Update -Career Interest Survey via WOIS* -Update Resume* -Update Cover Letter* -Post Secondary Planning via WOIS* -Driver's License (Age 16 or over) -Social Security Card -Revision of HSBP as necessary -Completion of 2 mock interviews -Completed OHS Student Learning Plan and Evaluation Form* (As part of Senior Project) -Employability Soft Skills -Completed Job Application -Attendance Requirements Met -Behavior Requirements Met -Graduation Requirements Up to Date | | | | |
| TUSCF | Technical Certification <i>(Instruction provided through certified training and/or testing centers)</i> | | Apprenticeship Opportunities <i>(To learn more about Apprenticeship, visit Labor and Industries website.)</i> | | 2-yr or ATA Degree <i>(Find specific colleges at www.checkoutcollege.com)</i> | | 4-yr Degree or Adv Training <i>(Find specific colleges at High Education Coordinating Board)</i> | | |
| | Associate in Nursing <ul style="list-style-type: none"> Bellingham Technical College | | Follow these steps to learn about the specific apprenticeships available in this pathway: | | Associate in Nursing <ul style="list-style-type: none"> Bellingham Technical College | | Criminal Justice <ul style="list-style-type: none"> University of Washington Washington State University | | |

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| S E C O N D A R Y | <p>Basic/Advanced Healthcare Skills</p> <ul style="list-style-type: none"> Bates Technical College <p>Crime Analysis and Investigations</p> <ul style="list-style-type: none"> Pierce College <p>Criminal Investigation/Justice</p> <ul style="list-style-type: none"> Centralia College Grays Harbor College Green River College Peninsula College Pierce College Walla Walla Community College Whitcom Community College Yakima Valley College <p>Corrections</p> <ul style="list-style-type: none"> Wenatchee Valley College Yakima Valley College <p>Cybercrime Investigation</p> <ul style="list-style-type: none"> Everett Community College <p>Emergency Call Taker</p> <ul style="list-style-type: none"> Clover Park Technical College <p>Emergency Medical Technician/Responder</p> <ul style="list-style-type: none"> Bates Technical College Bellevue College Bellingham Technical College Centralia College Clark College Columbia Basin College Everett Community College Green River College Pierce College Wenatchee Valley College <p>Explorer/Cadet Pre-Law Enforcement</p> <ul style="list-style-type: none"> Pierce College Skagit Valley College <p>Fire Officer</p> <ul style="list-style-type: none"> Spokane Community College <p>Fire Recruit Academy</p> <ul style="list-style-type: none"> Bates Technical College <p>Fire Science</p> <ul style="list-style-type: none"> Everett Community College Walla Walla Community College <p>Fire Service/Fire Service Supervision/Administration</p> <ul style="list-style-type: none"> Everett Community College <p>Forensic and Fingerprint Technology</p> <ul style="list-style-type: none"> Green River College Pierce College <p>Home Healthcare Aid</p> <ul style="list-style-type: none"> Bates Technical College <p>Investigative Techniques</p> <ul style="list-style-type: none"> Skagit Valley College <p>Legal Principles of Policing</p> <ul style="list-style-type: none"> Skagit Valley College <p>LPN Refresher Course</p> | <p>STEP 1: Link to Apprenticeship Registration and Tracking System</p> <p>STEP 2: Search by "Occupation" using key words below or the SOC code listed</p> <ul style="list-style-type: none"> Medical Assistant(31-1019) Certified Safety Specialist (29-9011) School Health Technician (31-9099) <p>STEP 3: Click "View" and scroll down to find contact name and program standards for qualifications and how to apply</p> <p>Fire Academy Apprentice</p> <ul style="list-style-type: none"> Bates Technical College <p>Public Safety</p> <p>Pierce County Center of Excellence in Homeland Security Washington State Law Enforcement Academy</p> | <p>Certified Medical Assistant</p> <ul style="list-style-type: none"> Bates Technical College <p>Criminal Justice</p> <ul style="list-style-type: none"> Bellevue College Big Bend Community College Centralia College Columbia Basin College Everett Community College Grays Harbor College Green River College Highline College Lower Columbia College Peninsula College Pierce College Shoreline Community College Skagit Valley College Spokane Community College Walla Walla Community College Wenatchee Valley College Whitcom Community College Yakima Valley College <p>Fire Command and Administration</p> <ul style="list-style-type: none"> Bates Technical College <p>Fire Officer</p> <ul style="list-style-type: none"> Spokane Community College <p>Fire Service/Fire Service Supervision/Administration</p> <ul style="list-style-type: none"> Bates Technical College Everett Community College Pierce College Skagit Valley College <p>Fire Science/Protection</p> <ul style="list-style-type: none"> Columbia Basin College Everett Community College Skagit Valley College Spokane Community College Walla Walla Community College Wenatchee Valley College <p>Forensic Science/Technology</p> <ul style="list-style-type: none"> Columbia Basin College Green River College <p>LPN To Associate in Nursing DTA</p> <ul style="list-style-type: none"> Bellingham Technical College <p>Medical Assistant</p> <ul style="list-style-type: none"> Big Bend Community College Centralia College Clark College Clover Park Technical College Everett Community College Grays Harbor College Highline College Lake Washington Institute of Technology Olympic College Renton Community College Spokane Community College <p>Nursing</p> <ul style="list-style-type: none"> Bellingham Technical College Big Bend Community College Clark College Clover Park Technical College Columbia Basin College Everett Community College | <ul style="list-style-type: none"> Western Washington University <p>Forensic Science</p> <ul style="list-style-type: none"> Columbia Basin College <p>Nursing</p> <ul style="list-style-type: none"> Bellevue College Columbia Basin College Lake Washington Institute of Technology Olympic College Seattle Central College Wenatchee Valley College <p>Health Promotion and Management</p> <ul style="list-style-type: none"> Bellevue College <p>Respiratory Care</p> <ul style="list-style-type: none"> Highline College Spokane Community College |
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| <ul style="list-style-type: none"> • Bates Technical College • Pierce College • Renton Technical College <p>Medical Assistant</p> <ul style="list-style-type: none"> • Bellevue College • Big Bend Community College • Clark College • Columbia Basin College • Everett Community College • Highline College • Lake Washington Institute of Technology • Olympic College • Renton Community College • Seattle Central College • Wenatchee Valley College <p>Mental Health Assistant</p> <ul style="list-style-type: none"> • Bates Technical College <p>Nursing Assistant I and II</p> <ul style="list-style-type: none"> • Bates Technical College • Bellevue College • Bellingham Technical College • Big Bend Community College • Centralia College • Clover Park Technical College • Edmonds College • Everett Community College • Grays Harbor College • Green River College • Highline College • Olympic College • Pierce College • Renton Community College • Seattle Central College • Spokane Community College • Wenatchee Valley College <p>Paramedic</p> <ul style="list-style-type: none"> • Columbia Basin College <p>Pharmacy Technician</p> <ul style="list-style-type: none"> • Clark College • Clover Park Technical College • Edmonds College • Spokane Community College • Wenatchee Valley College <p>Private Security</p> <ul style="list-style-type: none"> • Highline College • Skagit Valley College <p>Public Safety Communications</p> <ul style="list-style-type: none"> • Skagit Valley College <p>RN Refresher Program</p> <ul style="list-style-type: none"> • Bellevue College <p>Wildland Firefighter II</p> <ul style="list-style-type: none"> • Bates Technical College | <ul style="list-style-type: none"> • Grays Harbor College • Highline College • Lake Washington Institute of Technology • Olympic College • Pierce College • Seattle Central College • Spokane Community College <p>Paramedic</p> <ul style="list-style-type: none"> • Spokane Community College <p>Occupational Therapy Assistant</p> <ul style="list-style-type: none"> • Bates Technical College • Green River College • Lake Washington Institute of Technology <p>Pharmacy Technician Leadership</p> <ul style="list-style-type: none"> • Clark College • Clover Park Technical College • Edmonds College • Renton Community College • Spokane Community College • Wenatchee Valley College <p>Practical Nurse</p> <ul style="list-style-type: none"> • Bates Technical College • Everett Community College • Green River College <p>Registered Nurse</p> <ul style="list-style-type: none"> • Renton Community College <p>Wildland Fire</p> <ul style="list-style-type: none"> • Green River College | |
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A-R 3 Demonstration of student supports (e.g. mentoring, advising, financial aid, tutoring) available for Career Launch students enrolled in the course.

OHS has programs and procedures in place to ensure that all students receive the support that they need during their educational journey:

- Students are progress monitored through the secondary Principal's office and their Advisory teacher. This allows them to receive extra support, and mentoring, at any time it is necessary.
- All students are part of the MTSS model which provides them extra support in areas that they struggle, and advanced opportunities in areas where they excel.
- All students participate in the OHS Advisory program which provides guided career exploration in the 16 career pathways, support in the creation of a resume and cover letter, completion of HSBP, etc.
- All 7-12 grade students complete HSBP through an online platform. Their plans include:
 - Career Interest Surveys to help in determining post-secondary pathway
 - Selected pathway they would like to pursue
 - Selection of classes to meet their pathway requirements
 - Fulfillment of all Graduation Requirements

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- Completion of a resume and cover letter
- Completion of FAFSA for financial aid

Advising by the school counselor to meet the needs of every student:

- The school counselor monitors every child's HSBP, and assists them in adjusting it according to their needs. This includes:
 - Registering for classes aligned to the student's career path
 - Registering for Dual Credit, Advanced Placement, and College in the High School courses
 - Guidance on choosing a path that will lead to post-secondary success
 - Guidance on entering into college and/or the workforce post-secondary
- All students have access to tutoring in our after school program that runs five days a week.
- OHS has partnered with outside agencies in order to bring those outside agencies and their knowledge base into the school to share with students. These outside agencies present information, as well as work with students, to provide training that allows them to successfully obtain industry credentials in a variety of areas.

A-R 4 Number of postsecondary credits provided and/ or credential earned upon completion of program.

See Program of Study in A-R2 (CiH, Dual Credit, AP, and Articulation credits are noted per course within the document).

A-R 5 Demonstrated curricular alignment with relevant professional and/ or academic standards associated with coursework and credential, when applicable.

See Program of Study in A-R2 and Work-Based Learning Employee Checklist Document in I-R6.

A-R 6 Details of potential for current or future partnerships and/or scalability of the program within and across sectors and/or geographic locations (e.g. articulation, degree pathways), when applicable.

Oroville's current partnerships with Health and Public Safety entities like Lifeline Ambulance, Inc. Vocational Training "technical programs," Mid Valley Hospital, Family Health Centers, and Okanogan Public Health of the Washington State Department of Health, demonstrates our aggressive approach to establish the Health and Public Safety Program of Study. OHS, working with Health and Public Safety professionals, newly hired K-12 teachers, and subject matter experts has developed a complete program in its entirety that aligns, and meets, all State of Washington learning standards, but more importantly is also aligns with local Health and Public Safety employers, and their entry-level job requirements. This program aligns participating students with Career Connect Regional networks across the county. It will establish OHS as a direct pipeline for developing, and vetting, new graduates for immediate employment with a significant increase in qualification, and retention, percentages. The healthcare industry is the largest employer in Okanogan County, and as captured in I-R3, there are a significant amount of

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career paths represented within this field. OHS has scoped out the career range of the entry-level positions for our community partners, and we have made sure our program meets the basic employment standards required to be immediately employable with these community businesses. OHS leadership team, teachers, and the CTE Advisory Committee fully understand how this Program of Study is framed, and how it meets the requirements of the CLER application process. As a team, they recognized the scalability of the program, and job fluctuations that might take effect as the population continues to “age up,” and as the economy expands and contracts. The scalability of this program cannot be undervalued during a pandemic that directly relies on health care and public safety in order for our communities to survive, progress, and prosper. As stated previously, we believe that we found a way to maximize resources, staffing, course offerings, and commitments from our industry partnerships that provide opportunities to students in ways that have been historically very difficult for remote rural districts. Our programs of study (3) are scalable, all designed to interact efficiently to provide students with well-rounded learning experiences, and industry certifications that apply to multiple entry-level jobs and that are required by multiple industry partners from a variety of career fields.