



2020-21 courses

New or renamed – color-coded

Eliminated courses – have a ~~strikethrough~~

Foundational Courses

- Healthcare Career Exploration 510000
- Healthcare Core Skills 511199
- Anatomy and Physiology A-C 260103
- Medical Terminology 510799
- Health Science Practicum 511199
- Health Science WL 518888

Exercise Science

- Components of Fitness 310507
- **Science of Exercise A-B** 310507
- **IB Sports, Exer & Health Sci A-C** 310507

Sports Medicine

- **Sports Medicine A: Prevention** 510913
- **Sports Medicine B: Injury Recognition** 510913
- **Sports Medicine C: Rehabilitation** 510913

Emergency/Disaster Preparedness

- CERT: Emergency Response Team 430203
- Emergency Medicine A-B 430203

Middle Schools	Hazen	Lindbergh	Renton High	Talley
	X	X	X	Poss
	X	X	Pending	
	X	X	X	
	X	X	X	Poss
	X	X	Pending	
	X	X	Pending	
	X	X		Poss
	X	X		
			IB	
	X	X		
	X	X		
	X		Future	
	X		Future	

New courses planned for 2021-2022

- Investigate options for Talley HS
- Request OSPI to allow IB course to be classified under CIP 260102?

Prospective Courses Beyond 2021:

- Biotechnology / Pharmaceutical (261202?)
- Home Care Aide (512699)
- Health Informatics (510700 or 510716)



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<p>Educator Licensing WAC 181-77-014</p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> All District and OSPI hiring and licensing procedures followed. V-Code/CIP match verified Program/GAC approval. For Conditionals <ul style="list-style-type: none"> No regularly certificated CTE educator is available. 50 Clock hour training plan on file. <p>(Criteria 1)</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>
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<p>Curriculum, Instruction, and Evaluation RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> Approved frameworks? What's working, what's not? What is outdated? What is new and emerging? 21st Century Skills integration? What new course(s) should be considered? Dual credit opportunities? Extended Learning opportunities? Career awareness & exploration covered in all courses? <p>(Criteria 2)</p>	<ol style="list-style-type: none"> Continued PLC and advisory process and lesson study and tuning. Continued monitoring articulations with HCC, added PIMA creating a POS Drafted pathway articulations with RTC, to promote POS, especially in strands not directly instructed, Biomedical Research, Healthcare Informatics (Health IT), and Health Science Support Services – on new CTE Website. Initial plans & partner on Career Launch planning grant with Providence and RTC. Drafting formal pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Researched courses in 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HCC, and PIMA for POS tuning Set pathway articulations with RTC, to promote POS, especially in strands not directly instructed, Biomedical Research, Healthcare Informatics (Health IT), and Health Science Support Services – on new CTE Website. Continue to partner on Career Launch planning grant with Providence and RTC. Drafting formal pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Continue researching courses in Home Care Aide 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HCC,RTC and PIMA for POS tuning Implement Career Launch internships with Providence and RTC. Implement pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Implement new courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tied to Career Launch with Prov). Continue support of FACSE Health curriculum through KCEMS SPR in the School Grant program. Implement Exercise Science division plans. 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HCC,RTC and PIMA for POS tuning Continue and tune Career Launch internships with Providence and RTC. Tune pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Tune courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tied to Career Launch with Prov). Continue support of FACSE Health curriculum through KCEMS SPR in the School Grant program. Tune Exercise Science division plans. 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HCC,RTC and PIMA for POS tuning Continue and tune Career Launch internships with Providence and RTC. Tune pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Tune courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tied to Career Launch with Prov). Continue support of FACSE Health curriculum through KCEMS SPR in the School Grant program. Tune Exercise Science division plans.
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	Home Care Aide and Biotechnology, with possible certification in Home Care Aide (can tie to Career Launch with Prov). 7. Supported FACSE Health curriculum through KCEMS SPR in the School Grant program. 8. Investigate dividing Exercise Science into I and II.	and Biotechnology, with possible certification in Home Care Aide (tie to Career Launch with Prov). 7. Continue support of FACSE Health curriculum through KCEMS SPR in the School Grant program. 8. Finalize Exercise Science division plans.			
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<p>Academic Integration RCW 28A.700.010(2)(a)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • Core academics integration? • Cross-credit opportunities? • Course Equivalent opportunities? <p>(Criteria 3)</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI every 5 years.</p> <p>2. Ongoing PLC meetings and the advisory process to improve core academic integration.</p> <p>3. A&P and Ex Sci cross credited to Science, Comp of Fitness and select Sprts Med to PE, and CTE Health to Health.</p> <p>4. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI every 5 years.</p> <p>2. Ongoing PLC meetings and the advisory process to improve core academic integration.</p> <p>3. A&P and Ex Sci cross credited to Science, Comp of Fitness and select Sprts Med to PE, and CTE Health to Health.</p> <p>4. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI every 5 years.</p> <p>2. Ongoing PLC meetings and the advisory process to improve core academic integration.</p> <p>3. A&P and Ex Sci cross credited to Science, Comp of Fitness and select Sprts Med to PE, and CTE Health to Health.</p> <p>4. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI every 5 years.</p> <p>2. Ongoing PLC meetings and the advisory process to improve core academic integration.</p> <p>3. A&P and Ex Sci cross credited to Science, Comp of Fitness and select Sprts Med to PE, and CTE Health to Health.</p> <p>4. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI every 5 years.</p> <p>2. Ongoing PLC meetings and the advisory process to improve core academic integration.</p> <p>3. A&P and Ex Sci cross credited to Science, Comp of Fitness and select Sprts Med to PE, and CTE Health to Health.</p> <p>4. Continue research of other credit opportunities.</p>
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<p>Student Access to Program RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> How do we fix our gender participation issues in programs? How do we address our ethnicity participation issues in programs? Other participation issues noted? <p>(Criteria 4)</p>	<ol style="list-style-type: none"> Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. The CLNA process will highlight any student access issues and plans to mitigate will be located there. The CTE office is attempting to systemize student course registration across the district. Partner with SU School of Nursing to address shortage of males in nursing – perception survey CTE wide. 	<ol style="list-style-type: none"> Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. The CLNA process will highlight any student access issues and plans to mitigate will be located there. The CTE office is attempting to systemize student course registration across the district. Continue to partner with SU to increase males into the field of nursing. 	<ol style="list-style-type: none"> Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. The CLNA process will highlight any student access issues and plans to mitigate will be located there. The CTE office is attempting to systemize student course registration across the district. Continue to partner with SU to increase males into the field of nursing. 	<ol style="list-style-type: none"> Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. The CLNA process will highlight any student access issues and plans to mitigate will be located there. The CTE office is attempting to systemize student course registration across the district. Continue to partner with SU to increase males into the field of nursing. 	<ol style="list-style-type: none"> Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. The CLNA process will highlight any student access issues and plans to mitigate will be located there. The CTE office is attempting to systemize student course registration across the district. Continue to partner with SU to increase males into the field of nursing.
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<p>Accountability RCW 28A.700.040(1)(c)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> Student participation & completion rates in high-demand programs? Student dual credit opportunities? Student IRC completion rates? Student graduation rates? Post-secondary employment & education rates? SBA passing rates? <p>(Criteria 5)</p>	<ol style="list-style-type: none"> Eight IRCs in program. Dual Credit with PIMA and HCC, and final drafting with RTC. Future CLNA data pulls will allow us to monitor and adjust as needed. Perkins 4 data = met 100% of target. 	<ol style="list-style-type: none"> Eight IRCs in program. Dual Credit with PIMA and HCC, and final drafting with RTC. Future CLNA data pulls will allow us to monitor and adjust as needed. 	<ol style="list-style-type: none"> Eight IRCs in program. Dual Credit with PIMA and HCC, and final drafting with RTC. Future CLNA data pulls will allow us to monitor and adjust as needed. 	<ol style="list-style-type: none"> Eight IRCs in program. Dual Credit with PIMA and HCC, and final drafting with RTC. Future CLNA data pulls will allow us to monitor and adjust as needed. 	<ol style="list-style-type: none"> Eight IRCs in program. Dual Credit with PIMA and HCC, and final drafting with RTC. Future CLNA data pulls will allow us to monitor and adjust as needed.
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<p>Safe Practices <u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What should be added to the safety unit? • What emerging workplace safety issues need to be addressed? • What new safety trainings are available? <p>(Criteria 6)</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Teacher sent to NCHSE NHS conference on OSPI grant and to evaluate value for program.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emerg Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emerg Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emerg Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emerg Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emerg Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p>
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<p>Facilities RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? <p>(Criteria 7)</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for facility needs, as well as HOSA conferences for additional best practice information</p> <p>2. Facility needs are reviewed during PLC mtngs and during the advisory process.</p> <p>2.a. Continue to review solutions for RHS Health Science room for sound proofing and storage.</p> <p>2.b. Monitor LHS Health Science room for storage solutions.</p> <p>2.c. Added shelving at HHS and monitor HHS storage needs.</p> <p>2.d. Evaluate opportunities for creating spaces for low-to-medium fidelity medical simulation set-up.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for facility needs, as well as HOSA conferences for additional best practice information</p> <p>2. Facility needs are reviewed during PLC mtngs and during the advisory process.</p> <p>2.a. Work with RHS to plan solutions for RHS Health Science room for sound proofing and storage.</p> <p>2.b. Monitor LHS Health Science room for storage solutions.</p> <p>2.c. Monitor HHS storage needs.</p> <p>2.d. Evaluate opportunities for creating spaces for low-to-medium fidelity medical simulation set-up.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for facility needs, as well as HOSA conferences for additional best practice information</p> <p>2. Facility needs are reviewed during PLC mtngs and during the advisory process.</p> <p>2.a. Work with RHS to plan solutions for RHS Health Science room for sound proofing and storage.</p> <p>2.b. Monitor LHS Health Science room for storage solutions.</p> <p>2.c. Monitor HHS storage needs.</p> <p>2.d. Evaluate opportunities for creating spaces for low-to-medium fidelity medical simulation set-up.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for facility needs, as well as HOSA conferences for additional best practice information</p> <p>2. Facility needs are reviewed during PLC mtngs and during the advisory process.</p> <p>2.a. Work with RHS to plan solutions for RHS Health Science room for sound proofing and storage.</p> <p>2.b. Monitor LHS Health Science room for storage solutions.</p> <p>2.c. Monitor HHS storage needs.</p> <p>2.d. Evaluate opportunities for creating spaces for low-to-medium fidelity medical simulation set-up.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for facility needs, as well as HOSA conferences for additional best practice information</p> <p>2. Facility needs are reviewed during PLC mtngs and during the advisory process.</p> <p>2.a. Work with RHS to plan solutions for RHS Health Science room for sound proofing and storage.</p> <p>2.b. Monitor LHS Health Science room for storage solutions.</p> <p>2.c. Monitor HHS storage needs.</p> <p>2.d. Evaluate opportunities for creating spaces for low-to-medium fidelity medical simulation set-up.</p>
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<p>Instructional Materials RCW 28A.700.010</p> <p>Instructional Materials (Texts and Software)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Are teaching tools updated and relevant? <p>Equipment to Support Curriculum</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What equipment is needed to deliver the curriculum? Does equipment meet industry standards? <p>(Criteria 8)</p>	<ol style="list-style-type: none"> Equipment and material needs are reviewed during PLC meetings and during the advisory process. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for material and equipment needs, as well as HOSA conferences for additional best practice information. Monitor texts and resources used in classes. <ol style="list-style-type: none"> Pilot expanded use of content from Healthcenter21 for Em Med classes. Evaluated replacement A&P and Med Term texts. Monitor equipment used to support learnings. <ol style="list-style-type: none"> Upgrade to feedback-enabled infant CPR manikins Purchase additional rescue manikin(s). Add Anatomy in Clay torso models and replace / repair models as needed. Awarded grant for Orthopedics in Action learning set (1 per school). Prepare for RSD replacement of projectors. <ol style="list-style-type: none"> Support CTE lab rooms with larger presentation display and Health Science rooms with second display as space permits. Monitor AV at RHS. Evaluated VR/3D tech – delay implementation for cost & incoming tech. Implemented use of online content from Edgenuity in response to COVID-19 closure. 	<ol style="list-style-type: none"> Equipment and material needs are reviewed during PLC meetings and during the advisory process. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for material and equipment needs, as well as HOSA conferences for additional best practice information. Monitor texts and resources used in classes. <ol style="list-style-type: none"> Evaluate Em Med content from Healthcenter21 against available texts. Finalize selection of A&P and Med Term texts. Investigate online resources for all classes. Monitor equipment used to support learnings. <ol style="list-style-type: none"> Continue upgrade of feedback-enabled CPR manikins Purchase additional rescue manikin(s). Replace / repair AiC models as needed. Evaluate expansion of equipment from Orthopedics in Action learning sets Evaluate medical simulation equipment. Continue RSD replacement of projectors. <ol style="list-style-type: none"> Support CTE lab rooms with larger presentation display and Health Science rooms with second display as space permits. Monitor AV at RHS. Monitor advances in VR/3D tech. 	<ol style="list-style-type: none"> Equipment and material needs are reviewed during PLC meetings and during the advisory process. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for material and equipment needs, as well as HOSA conferences for additional best practice information. Monitor texts and resources used in classes. <ol style="list-style-type: none"> Evaluate availability and applicability of online resources for all classes. Evaluate instructional materials for Home Healthcare Aide. Monitor equipment used to support learnings. <ol style="list-style-type: none"> Replace / repair AiC and OiA models as needed. Evaluate application of available options for low-to-medium-fidelity medical simulation equipment. Finalize RSD replacement of projectors. <ol style="list-style-type: none"> Reevaluate AV at RHS. Monitor advances in VR/3D tech. 	<ol style="list-style-type: none"> Equipment and material needs are reviewed during PLC meetings and during the advisory process. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for material and equipment needs, as well as HOSA conferences for additional best practice information. Monitor texts and resources used in classes. <ol style="list-style-type: none"> Monitor applicability of online resources for all classes. Monitor equipment used to support learnings. <ol style="list-style-type: none"> Replace / repair AiC and OiA models as needed. Monitor low-to-medium-fidelity medical simulation equipment. Finalize RSD replacement of projectors. <ol style="list-style-type: none"> Reevaluate AV at RHS. Revisit application of VR/3D tech. 	<ol style="list-style-type: none"> Equipment and material needs are reviewed during PLC meetings and during the advisory process. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for material and equipment needs, as well as HOSA conferences for additional best practice information. <ol style="list-style-type: none"> Monitor texts and resources used in classes. Monitor applicability of online resources for all classes. Monitor equipment used to support learnings. <ol style="list-style-type: none"> Replace / repair AiC and OiA models as needed. Monitor low-to-medium-fidelity medical simulation equipment. Finalize RSD replacement of projectors. <ol style="list-style-type: none"> Reevaluate AV at RHS. Revisit application of VR/3D tech.
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<p>Leadership and Employability <u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What learning experiences can be added to class day?? • Are Leadership Equivalency Plans updated and filed? • Are CTSO memberships completed and program of work started? <p>(Criteria 9)</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for leadership and employability needs, as well as HOSA conferences for additional best practice information.</p> <p>2. All classes promote HOSA membership and participation.</p> <p>2.a. No Leadership Equivalency Plan created for Health Science</p> <p>3. Continued to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input.</p> <p>3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for leadership and employability needs, as well as HOSA conferences for additional best practice information.</p> <p>2. All classes promote HOSA membership and participation.</p> <p>2.a. No Leadership Equivalency Plan created for Health Science</p> <p>2.b. Monitor student interest in alignment with WCTSMA.</p> <p>3. Continued to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input.</p> <p>3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for leadership and employability needs, as well as HOSA conferences for additional best practice information.</p> <p>2. All classes promote HOSA membership and participation.</p> <p>2.a. No Leadership Equivalency Plan created for Health Science</p> <p>2.b. Monitor student interest in alignment with WCTSMA.</p> <p>3. Continued to refine the curriculum frameworks approved by OSPI in 2020-21, and locally modify leadership and employability as needed, based on advisory and CLNA input.</p> <p>3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for leadership and employability needs, as well as HOSA conferences for additional best practice information.</p> <p>2. All classes promote HOSA membership and participation.</p> <p>2.a. No Leadership Equivalency Plan created for Health Science</p> <p>2.b. Monitor student interest in alignment with WCTSMA.</p> <p>3. Continued to refine the curriculum frameworks approved by OSPI in 2020-22, and locally modify leadership and employability as needed, based on advisory and CLNA input.</p> <p>3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for leadership and employability needs, as well as HOSA conferences for additional best practice information.</p> <p>2. All classes promote HOSA membership and participation.</p> <p>2.a. No Leadership Equivalency Plan created for Health Science</p> <p>2.b. Monitor student interest in alignment with WCTSMA.</p> <p>3. Continued to refine the curriculum frameworks approved by OSPI in 2020-23, and locally modify leadership and employability as needed, based on advisory and CLNA input.</p> <p>3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction.</p>
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<p>Long Range Planning RCW 28A.700.010(2)(b)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> GAC and Program Advisory input in 5-year plans recorded? Draft 5-year plans public and shared? Annual Report presented to the School Board? <p>(Criteria 10)</p>	<p>1. Health Science Program Advisory is functioning with program input gathered. 1.a. Program Advisory modified in Spring 2020 for online participation. 2. Health Science Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion.</p>	<p>1. Health Science Program Advisory is functioning with program input gathered. 2. Health Science Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and available on the RSD CTE Google site.</p>	<p>1. Health Science Program Advisory is functioning with program input gathered. 2. Health Science Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and available on the RSD CTE Google site.</p>	<p>1. Health Science Program Advisory is functioning with program input gathered. 2. Health Science Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and available on the RSD CTE Google site.</p>	<p>1. Health Science Program Advisory is functioning with program input gathered. 2. Health Science Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and available on the RSD CTE Google site.</p>
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<p>Advisory Committee RCW 28A.700.020(1)</p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> GAC and Program Advisory review programs and local/regional economic and workforce data: <ul style="list-style-type: none"> Approve current program Modify program Membership includes labor, business/industry, government, education, CBOs, and parents and students. <p>(Criteria 11)</p>	<p>1. Each spring a locally developed Skills Gap document is updated and presented to all program advisories and the GAC – for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>	<p>1. Present locally developed Skills Gap document to all program advisories and the GAC – for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. Starting this year, CLNA data will be added to review and approval process.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>
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<i>Quality Criteria</i>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p>Program of Study RCW <u>28A.700.020(2)(a)(b)</u></p> <p><u>Guiding Statements/Questions:</u></p> <ul style="list-style-type: none"> RSD CTE courses are organized into Personal POS. Does the POS prepare students for entry into high demand careers? Does the POS offer internship, apprenticeship or an undergraduate or graduate certificate or degree, preparing a student for entry into a high demand career? <p>(Criteria 12)</p>	<ol style="list-style-type: none"> Continued PLC and advisory process and lesson study and tuning. Continued monitoring articulations with HC, added PIMA creating a POS into all PIMA programs Drafted pathway articulations with RTC, to promote POS, especially in strands not directly instructed, Biomedical Research, Healthcare Informatics (Health IT), and Health Science Support Services – on new CTE Website. Initial plans & partner on Career Launch planning grant with Providence and RTC. Explore formal pathway for Emergency Medicine into NSC's EMT program as well as KCEMS STAR EMT program. Researched courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (can tie to Career Launch with Prov). 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HC, and PIMA for POS tuning Set pathway articulations with RTC, to promote POS, especially in strands not directly instructed, Biomedical Research, Healthcare Informatics (Health IT), and Health Science Support Services – on new CTE Website. Continue to partner on Career Launch planning grant with Providence and RTC. Draft formal pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program (rescheduled from 2020 for COVID). Continue researching courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tie to Career Launch with Prov). Explore options for POS with RTC Support Services. Investigate additional articulation with HC especially in strands not directly instructed nor articulated with other partners. 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HC, RTC and PIMA for POS tuning Implement Career Launch internships with Providence and RTC. Implement pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Implement new courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tied to Career Launch with Prov). Draft additional articulation with HC. 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HC, RTC and PIMA for POS tuning Continue and tune Career Launch internships with Providence and RTC. Tune pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Tune courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tied to Career Launch with Prov). 	<ol style="list-style-type: none"> Continue PLC and advisory process and lesson study and tuning. Continue monitoring articulations with HC, RTC and PIMA for POS tuning Continue and tune Career Launch internships with Providence and RTC. Tune pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. Tune courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (tied to Career Launch with Prov).
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<p>Certification, Work based Learning RCW 28A.700.060(2)(c)(d)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What dual-credit opportunities can be researched/added to our POS? • What IRC opportunities can be researched/added to our POS? • What additional WBL activities can be added? <p>(Criteria 13A, 13B)</p>	<ol style="list-style-type: none"> 1. Continued PLC and advisory process to tune and expand POS and WBL experiences. 2. Continued monitoring articulations with HCC, added PIMA creating a POS 3. Drafted pathway articulations with RTC, to promote POS, especially in strands not directly instructed, Biomedical Research, Healthcare Informatics (Health IT), and Health Science Support Services – on new CTE Website. 4. Initial plans & partner on Career Launch planning grant with Providence and RTC. 5. Explore formal pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. 6. Researched courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (can tie to Career Launch with Prov). 7. Joined the PNW CC. 	<ol style="list-style-type: none"> 1. Continue PLC and advisory process to tune and expand POS and WBL experiences. 2. Continue monitoring articulations with HCC and PIMA. 3. Implement pathway articulations with RTC, to promote POS, especially in strands not directly instructed, Biomedical Research, Healthcare Informatics (Health IT), and Health Science Support Services – on new CTE Website. 4. Continue plans & partnering on Career Launch planning grant with Providence and RTC. 5. Draft pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. 6. Final drafting of courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (can tie to Career Launch with Prov). 7. Investigate additional articulation with HC especially in strands not directly instructed nor articulated with other partners. 8. Explore Develop articulations with the PNW CC> 	<ol style="list-style-type: none"> 1. Continue PLC and advisory process to tune and expand POS and WBL experiences. 2. Continue monitoring articulations with HCC, PIMA and RTC. 3. Implement plans on Career Launch grant with Providence and RTC. 4. Implement pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. 5. Implement (or pull) courses in Home Care Aide and Biotechnology, with possible certification in Home Care Aide (can tie to Career Launch with Prov). 6. Draft additional articulation with HC. 7. Review new articulations with the PNW CC. 	<ol style="list-style-type: none"> 1. Continue PLC and advisory process to tune and expand POS and WBL experiences. 2. Continue monitoring articulations with HCC, PIMA, PNW CC, and RTC. 3. Implement plans on Career Launch grant with Providence and RTC. 4. Review/tune pathway for Emergency Medicine into NSC's EMT programs as well as KCEMS STAR EMT program. 	<ol style="list-style-type: none"> 1. Continue PLC and advisory process to tune and expand POS and WBL experiences. 2. Continue monitoring articulations with HCC, PIMA, PNW CC, and RTC. 3. Implement plans on Career Launch grant with Providence and RTC.
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Quality Criteria	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p>Career Guidance RCW 28A.700.010(3)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What student support activities can be added to our Career Center program of work? • What training opportunities can be added to our Career Center Specialist and Guidance Counselor PD calendar? <p>(Criteria 14)</p>	<ol style="list-style-type: none"> 1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. Explore possibility of career counseling supplementation by PIMA. 6. The CTE office also regular presents CTE and Career information to school guidance counselors. 	<ol style="list-style-type: none"> 1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. Explore possibility of career counseling supplementation by PIMA. 6. The CTE office also regular presents CTE and Career information to school guidance counselors. 7. Review student and staff input on additions to the program of work. 	<ol style="list-style-type: none"> 1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. Pilot career counseling supplementation by PIMA. 6. The CTE office also regular presents CTE and Career information to school guidance counselors. 7. Review student and staff input on additions to the program of work. 	<ol style="list-style-type: none"> 1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. Evaluate career counseling supplementation by PIMA. 6. The CTE office also regular presents CTE and Career information to school guidance counselors. 7. Review student and staff input on additions to the program of work. 	<ol style="list-style-type: none"> 1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. Monitor career counseling supplementation by PIMA. 6. The CTE office also regular presents CTE and Career information to school guidance counselors. 7. Review student and staff input on additions to the program of work.
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Quality Criteria	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p>Program Evaluation RCW 28A.700.020(1)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What programs/classes need to be added as they are in demand? What programs/classes need to be modified or eliminated as a result of not being in demand? <p>(Criteria 15)</p>	<p>1. Program/classes reviewed during PLC meetings and during the advisory process for needed modifications.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emergency Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p> <p>3. Program is in demand and has direct two core classes articulated with PIMA and multiple drafted for RTC.</p>	<p>1. Program/classes are reviewed during PLC meetings and during the advisory process for needed modifications.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emergency Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p> <p>3. Continue to monitor DC partners for program connection and articulations (PIMA/RTC and PNWCC).</p> <p>3.a. Explore additional articulations with HC.</p>	<p>1. Program/classes are reviewed during PLC meetings and during the advisory process for needed modifications.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emergency Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p> <p>3. Continue to monitor DC partners for program connection and articulations (PIMA/RTC and PNWCC).</p> <p>3.a. Draft additional articulations with HC.</p>	<p>1. Program/classes are reviewed during PLC meetings and during the advisory process for needed modifications.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emergency Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p> <p>3. Continue to monitor DC partners for program connection and articulations (PIMA/RTC/HC and PNWCC).</p>	<p>1. Program/classes are reviewed during PLC meetings and during the advisory process for needed modifications.</p> <p>2. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>2.a. Support 1-2 teachers annually to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>2.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>2.c. Teachers involved with Emergency Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p> <p>3. Continue to monitor DC partners for program connection and articulations (PIMA/RTC/HC and PNWCC).</p>
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<p>Professional Development RCW 28A.700.005(4)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What OSPI, WA-ACTE, RSD or other training opportunity can we add, based on a review of student data and staff input? • Based on a review of teachers on Conditionals, what support is needed? <p>(Criteria 16)</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>1.a. Support 1-2 teachers to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>1.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>1.c. Teachers involved with Emergency Med encouraged by KCEMS to attend KCEMS Instructor Workshop.</p> <p>2. Ongoing PLC meetings and the advisory process to improve CTE model with release days for team planning</p> <p>3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program to gain CTE certification.</p> <p>4. 40 paid hours of summer Back to Industry Time available to teachers.</p> <p>5. All required to attend the August CTE In service.</p>	<p>1. Teachers supported to attend the WA-ACTE (& HSCTE) conferences for safety, curriculum, program and support, as well as HOSA conferences for additional best practice information.</p> <p>1.a. Support 1-2 teachers to attend NCHSE NHS conference for additional best practice information to share with PLC.</p> <p>1.b. Teachers with national certifications supported to attend state, regional, and/or national conferences, such as athletic trainers attending the WSATA, NWATA or NATA conference for additional best practice information.</p> <p>1.c. 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Plan reviewed by Advisory Members:

General Advisory Chairperson _____ Date _____

CTE Instructor _____ Date _____

CTE Director _____ Date _____

School Board Representative _____ Date _____