PUGET SOUND SKILLS CENTER

Sports Medicine & Exercise Science Syllabus 2026-27

Session Information

1st Session: 7:55am – 10:25am 2nd Session: 11:15am – 1:45pm * Monday – Friday

* Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time.

Class Location:
PSSC # 503

Teacher Information

Name: Jenn Mackenzie **Phone**: (206) 631-7308
Email: jennifer.mackenzie@highlineschools.org
Office Hours: 7:25am – 2:15pm

I welcome contact by phone or email. Group announcements and individual communication with parents/guardians are shared through ParentSquare. For the quickest response, please use email.

Classroom and lab work can be busy, and sometimes loud, so I may miss your initial call. If I don't answer, please feel free to send me an email, and I'll respond as soon as I'm able.

Life can sometimes become challenging. Hard and unexpected things happen, and there may be times when you or your student needs a little extra support, understanding, or care. When those moments arise, please know that I am here.

No disclosure or explanation is required. Simply send me a message letting me know that you or your student needs to be handled with a little extra care that day. That is enough.

Culture of Learning

This class reinforces PSSC's school-wide Behavioral Agreements:

Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and interventions from our Student Success Dean and Counselor as needed.

Equity, Identity, and Professionalism in Healthcare: In this course, we operate from the fundamental truth that we treat all patients—everyone. As future healthcare providers, students must be prepared to engage respectfully and thoughtfully with people from all backgrounds, identities, and lived experiences.

This means that discussions involving sensitive topics related to identity, including race, gender, sexuality, culture, ability, and more are a necessary and intentional part of our learning. These conversations are approached with

professionalism, compassion, and care. This course is designed to encourage personal reflection and growth, helping students understand how their own identity, beliefs, and experiences shape their worldview and influence their interactions with others, especially in healthcare settings.

Developing this awareness is not only essential to becoming an empathetic and effective provider, but also a key step toward building a more equitable and inclusive healthcare system.

Course Description

Sports Medicine & Exercise Science is a two-year College in the High School (CiHS) program. Each course is a yearlong course designed for students who are interested in healthcare and health-related career fields such as athletic training, physical therapy, occupational therapy, medicine, fitness, personal training, exercise physiology, kinesiology, and nutrition. This class is NOT a pathway into the Pre-Nursing program at PSSC.

Year 1: Health Literacy and Foundations of Healthcare

The primary goal of Year 1 is to develop health-literate students who gain the knowledge, skills, and confidence needed to effectively engage in the healthcare system as a patient, advocate, and/or member of the care team. Students will develop a foundational understanding of sports medicine, exercise science, and healthcare practices while learning how to recognize, prevent, and provide preliminary care for athletic and industrial injuries.

Year 1 introduces students to strength and conditioning principles, nutrition concepts, the fitting and selection of protective equipment, emergency care, and basic anatomy and physiology. The course includes both classroom instruction and hands-on skills applications, with opportunities for students to apply scientific inquiry, critical thinking, communication, and problem-solving skills to authentic healthcare and exercise science situations.

Year 2: Advanced Application, Professional Certification, and Postsecondary Pathways

Year 2 builds upon the health literacy, knowledge, and skills developed in Year 1 while providing students with opportunities to deepen their understanding and application of sports medicine and exercise science. In addition to continuing to develop the knowledge and skills needed to engage effectively in the healthcare system as a patient, advocate, and/or member of the care team, students will work toward earning the National Academy of Sports Medicine Certified Personal Trainer (NASM-CPT) credential through application of the NASM Optimum Performance Training (OPT)™ model.

Year 2 also incorporates opportunities for students to earn stackable Industry-Recognized Credentials (IRCs) that validate career-ready knowledge and skills. These credentials are intended to enhance students' pathways into both employment and higher education, providing tangible evidence of their preparation for careers and continued study in fields related to healthcare, fitness, exercise science, kinesiology, sports medicine, and related disciplines.

Together, the two-year sequence is designed to provide students with a progression from health literacy and foundational knowledge in Year 1 to advanced application, professional credentialing, and expanded postsecondary and career opportunities in Year 2.

This course is part of a college and professional preparatory program. As such, the expectations reflect the level of independence, responsibility, communication, collaboration, and critical thinking required in higher education and real-world professional settings.

Coursework is intentionally rigorous. Students will be regularly challenged to step beyond their comfort zones and into the growth zone, where meaningful learning, skill development, and personal growth take place. This is by design.

Success in this course requires more than participation during class hours. Students must be willing and prepared to engage in:

- Independent time management
- Pre-reading and advance preparation

- Ongoing study and review of material
- Use of APA format for citations in research projects
- Collaboration in both small groups and whole-class discussions
- Application of knowledge and skills through hands-on learning and authentic scenarios
- Professional communication, accountability, and reflection

This is a space where initiative, effort, and persistence are expected and supported. We are committed to helping students rise to these challenges and develop the knowledge, skills, credentials, and professional habits needed for success in healthcare, higher education, employment, and beyond. We appreciate the partnership of families in supporting that commitment.

Student Learning Outcomes

1) Students will learn fundamentals of athletic training, sports medicine, rehabilitation and the healthcare field.
2) Students will learn to analyze professionalism in the workplace and the characteristics of a healthcare professional as well as have the opportunity to apply them in clinical scenarios or settings during the school year
3) Provide students a way to Integrate learning – both knowledge and abilities into practical experience. For 2nd year students, practical experience may occur as observation in approved clinical settings with the total number of hours subject to instructor approval.
4) Provide students with an interest in healthcare careers and pathways for the future they choose.
5) Bring awareness to exercise related injuries, appropriate treatments and training routines.
6) Students will develop confidence and skills to handle emergency medical situations as a lay responder until more help can arrive.
7) Students will be able to have a working knowledge of health and injuries so they can care for themselves on a basic level and actively participate in their own care or the care of their loved ones in the future
8) Students will design and implement individualized, evidence-based exercise and wellness programs that promote health, prevent injury, and enhance physical performance
9) To have a larger population of Stop the Bleed and First Aid/CPR/AED trained people in the community.

Essential Standards

- CTE.21ST.01.A.03 Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts
- CTE.21ST.01.B.01 Develop, implement and communicate new ideas to others effectively
- CTE.21ST.01.B.04 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- CTE.21ST.02.B.01 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- CTE.21ST.02.C.01 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- CTE.21ST.02.C.05 Reflect critically on learning experiences and processes
- CTE.21ST.03.B.01 Demonstrate ability to work effectively and respectfully with diverse teams
- CTE.21ST.07.A.01 Adapt to varied roles, job responsibilities, schedules and contexts
- CTE.21ST.07.A.02 Work effectively in a climate of ambiguity and changing priorities
- CTE.21ST.07.B.01 Incorporate feedback effectively
- CTE.21ST.08.A.03 Utilize time and manage workload efficiently
- CTE.21ST.08.B.01 Monitor, define, prioritize and complete tasks without direct oversight
- CTE.21ST.09.A.02 Conducts self in a respectable, professional manner
- CTE.21ST.10.A.01 Set and meet goals
- CTE.21ST.10.B.01.b Manages time and projects effectively
- CTE.21ST.12.D.03 Using available information to make appropriate health-related decisions
- HE.6-12.01 H1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- HE.6-12.02 H2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- HE.6-12.03 H3 - Students will demonstrate the ability to access valid information and products and services to enhance health.
- HE.6-12.04 H4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- HE.6-12.05 H5 - Students will demonstrate the ability to use decision-making skills to enhance health
- HE.6-12.06 H6 - Students will demonstrate the ability to use goal-setting skills to enhance health.
- HE.6-12.07 H7 - Students will demonstrate the ability to practice health-enhancing behaviours to avoid or reduce health risks.
- HE.6-12.08 H8 - Students will demonstrate the ability to advocate for personal, family, and community health.
- CTE.9-12.NHSS.01.01.01 NHSS 1.1.1 - Describe the organization of the human body and directional terms.
- CTE.9-12.NHSS.01.01.02 NHSS 1.1.2 - Identify basic structures and describe functions of human body systems.
- CTE.9-12.NHSS.01.02.01 NHSS 1.2.1 - Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.
- CTE.9-12.NHSS.07.02.02 NHSS 7.2.2 - Demonstrate principles of body mechanics during patient care.
- HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
- HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Scope and Sequence

YEAR 1 Students

- Unit 0: Boot Camp – Foundational Skills for SMED
- Unit 1: History of Sports Medicine
- Unit 2: Foundational Knowledge in Healthcare
- Unit 3: Emergency Response & Care
- Unit 4: Legal & Ethical Concepts in Sports Medicine
- Unit 5: Basic Foundations of MSK Anatomy & Occupational Health
- Unit 6: Lower Extremity Care & Prevention
- Unit 7: Upper Extremity Care & Prevention
- Unit 8: Mental Health in Sport & Occupational Health
- Unit 9: Sexual & Reproductive Health in Sport & Occupational Health

YEAR 2 Students

- Unit 0: Boot Camp – Foundational Skills for SMED & Leadership
- Unit 1: Foundations of Health & Human Performance
- Unit 2: Assessment & Program Design (NASM OPT Model)
- Unit 3: Clinical Sports Medicine – Evaluation & Injury Management

- Unit 4: Therapeutic Modalities & Rehabilitation
- Unit 5: Pharmacology, Ethics & Professional Readiness
- Unit 6: Capstone & Certification Preparation

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily, and PSSC-provided attire and/or program-specific uniform as directed. For safety reasons, closed-toe athletic shoes are mandatory—Crocs, slides, open-toed shoes, Uggs, or similar footwear are not permitted in this class. In addition, clothing with holes, ripped jeans, and any attire that exposes the midriff is inappropriate. Second-year students must also be prepared to wear their uniform during off-site clinical observations.

All students are expected to present themselves professionally, as if they were already working in industry. Those who arrive without the required attire or footwear will not be allowed to participate in clinical observation or lab activities and will not receive full credit for the day. This guideline is in place to ensure students' safety and maintain a professional learning environment. Chronic infractions may result in disciplinary action.

Nail Hygiene Guidelines: To maintain the highest standards of patient safety, hygiene, and professionalism, students are required to follow proper nail grooming guidelines during all labs, clinical experiences, and hands-on training activities. This policy aligns with recommendations from the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO), which advise healthcare providers to avoid artificial nails and maintain short, natural nails to reduce the risk of infection.

Requirements:

- Artificial nails are not permitted. This includes acrylics, gels, dip powder, or any nail extensions.
- Nails must be short and clean. Recommend that fingernails not extend more than ¼ inch beyond the fingertip.
- If worn, nail polish should not be chipped as it may harbor bacteria.

Students may be asked to trim their nails or remove enhancements if they are considered unsafe, unsanitary, or unprofessional. Students in these programs regularly perform hands-on clinical skills such as:

- Taping and palpation
- Manual therapy techniques
- Orthopedic Assessment
- First aid and wound care
- Stop the Bleed training, including wound packing

These tasks require close contact with others, the use of gloves, and sometimes sterile technique. Long or artificial nails can harbor bacteria, tear gloves, and interfere with safe patient care. Maintaining proper nail hygiene mirrors the expectations of real-world healthcare settings and protects both students and patients.

Students who do not meet these industry standards may:

- Be asked to trim or remove artificial nails
- Be restricted from participating in labs or clinical activities
- Lose participation credit for the day due to safety violations

This policy supports our mission to ensure a safe, clean, and professional learning environment that prepares students for success in healthcare-related careers.

Required Materials and Program Costs

There are no classroom fees, and uniforms will be provided. If you want your uniform customized, then that will need to be paid for by you.

Course Technology

This course utilizes Microsoft Teams for Education, and access information will be shared with students and available for parents/guardians as needed. Further this class uses the following software tools used in the industry: Canva, NASM (2nd year only), Anatomage, and Z Space

3.0 Credits Offered Per Year

High School Equivalency Credits
Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. **Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a progress grade recorded for these equivalencies until that time.** Please reach out if you have any questions or concerns.

Credits Offered:

- Credits per Semester: 1.5
- Equivalency Credits: 1.0 CTE, 1.0 non-Lab Science, 1.0 Health

College Dual Credits
PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Most programs have “Dual Credit Articulations” with specific colleges, and others are College in the High School (CiHS) courses such as those with Central Washington University. These credits may only be earned by successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

Central Washington University College Credits: Students who wish to receive Central Washington University College in the High School (CiHS) credit must follow and complete all applicable CWU CiHS registration policies and requirements. This includes completing the required registration process by the established deadlines and obtaining parent/guardian consent when required. Students who do not complete the CWU CiHS registration requirements may not be eligible to receive CWU college credit, regardless of successful completion of the high school course.

Students and families should carefully review the separate CWU course syllabi and CiHS requirements in addition to this PSSC course document. The CWU syllabi provide additional information regarding university course expectations, learning outcomes, grading, registration, academic policies, and requirements specific to the CWU college credits associated with this program.

- **1st year students** – SHM 102 Occupational Health (5 credits), PEF 128 Glute & Abdominal Conditioning (1 credit)
- **2nd year students** – PEF 110 Conditioning Exercises (1 credit), PEF 113 Weight Training (1 credit)

CWU college credits are awarded by Central Washington University and are subject to CWU CiHS policies, registration requirements, eligibility criteria, and deadlines.

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the grade-level standards we are learning. Students demonstrate learning through assignments, activities and assessments.

- Formative Assessments: Measures understanding during a learning experience

- Summative Assessments: Measures understanding after a learning experience is complete
- Reassessments: Measures understanding after more learning (see below)

Learn more about standards-based grading: highlineschools.org/grading

In this course, we use Standards-Based Grading as outlined by Highline Public Schools to assess student learning. This approach allows us to focus on what students know and can do, rather than just the accumulation of points. Our goal is to measure growth, mastery, and readiness for college-level and professional expectations.

Students are expected to set a goal to consistently operate in the “Meeting” (3) zone for summative assessments—the work that reflects what a student has learned and is able to demonstrate after instruction and practice. This level of performance reflects that a student is doing what is expected of a College in the High School (CiHS) participant. It signals readiness, responsibility, and a solid grasp of the material.

A 4 indicates that a student is not only meeting expectations but exceeding them by going above and beyond; demonstrating the ability to reproduce and apply skills at a university or professional level. This student shows a deep physiological understanding of systems and process connections, reads and writes with clarity in technical, discipline-specific language, and consistently provides evidence of effective coaching, mentoring, or teaching of peers, reinforcing both their own mastery and the success of those around them.

Formative assessments—those given during the learning process—are designed for growth. This is where it’s entirely appropriate for students to be in the “Approaching” (2) or even “Beginning” (1) zones as they develop skills and understanding. Formative work is about learning, adjusting, and improving—not perfection.

Please note that Standards-Based Grading is not the same as the traditional A-F system. Rather than penalizing students for early attempts, this model values learning over time. Final grades reflect the most consistent level of performance on key standards. Students are encouraged to review and self-assess using the grading rubrics before turning in an assignment.

Assessment Methods

- Formative quizzes and summative exams
- Peer and self-assessment
- Class discussions and team dynamics participation (no reassessment)
- Skills demonstrations
- Research projects and presentations
- Case studies and real-world scenarios
- Drop the Body Drills (no reassessment)
- Industry recognized certifications (no reassessment)
- Lab (Science Inquiry, Skills, Exercise, Ortho, etc.) participation and write-ups (no reassessment)
- Teaching and Coaching Peers, both familiar and unfamiliar (no reassessment)
- Portfolio project/interview (no reassessment)
- Quarterly Time Management Projects
- Positive Provider Qualities (no reassessment)

End of Course Exams

At the end of each semester, students will take an End-of-Course exam that will include a written exam, and a practical (hands-on) exam. These exams are designed to measure student mastery of program competencies, ensure alignment with industry expectations, and support student readiness for workforce or advanced program placement.

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete all assignments as part of individual and collective learning. Please contact me if you need additional time to complete work or need support to engage

in our learning community. If you struggle to complete work and engage in our learning community, I will schedule a meeting with your family to discuss concerns and identify ways to support your learning.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 ½ hour blocks, and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and working independently are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Positive Provider Qualities & Professional Expectations: As part of this college and professional preparatory program, we hold all students to high standards of personal and professional conduct. These expectations are not arbitrary; they are foundational to success in both higher education and healthcare professions.

Throughout the course, students will be assessed on their Positive Provider Qualities (PPQ) during each unit. These qualities reflect the mindset, behaviors, and interpersonal skills that are essential to effective, compassionate healthcare and professional environments.

We are specifically looking for the following demonstrated behaviors:

- Professionalism in the classroom includes respectful and appropriate conduct, personal accountability, and adherence to all class and school policies.
- Responsibility and independence in time management, attendance, pre-class preparation, critical thinking, and meeting deadlines.
- Proper use of technology, including phones, earbuds/headphones and tablets with an emphasis on focus and minimizing distractions.
- Full participation in lab and clinical work, including appropriate dress, safety protocols, and hands-on engagement.
- Compassion and empathy, demonstrated through respectful communication and a service-minded approach: key traits of healthcare providers.
- Team collaboration, including working respectfully with diverse peers, showing positive body language, active listening, sharing ideas, being inclusive, setting group goals, and holding oneself accountable for the success of the team.

To be clear: choices have consequences. These qualities are not optional; they are expected. By promoting and holding students accountable to the PPQ, we are not only supporting their academic growth, we are also preparing them with the real-world professional skills required in both college and career pathways.

We appreciate your support in reinforcing these values at home and ensuring your student is ready to meet the expectations of this learning environment with integrity and purpose.

Quarterly Time Management & Performance Assessments: In the world of medicine and healthcare, time is not just a tool, it is a critical resource. The ability to manage time effectively can directly impact outcomes, whether in a gym, clinic, hospital, workplace, or classroom. Throughout the year, students will participate in quarterly Time Management & Performance Assessments designed to evaluate their growth, performance, and professional development.

These assessments include student self-analysis and instructor feedback related to attendance, punctuality, time management, work completion, academic progress, skills performance, professionalism, and written work. Performance is not measured solely by what a student knows; it also includes how effectively they apply their knowledge and skills, communicate, respond to feedback, manage responsibilities, and demonstrate professional behaviors.

For 1st-year students, these assessments are intended to provide an honest checkpoint of whether the student is on track to successfully progress into the 2nd year of the program. Students should use the assessment process to

identify areas of strength and areas requiring additional growth before advancing to the increased academic, technical, and professional expectations of Year 2.

For 2nd-year students, these assessments are designed to evaluate whether students are demonstrating the knowledge, skills, professionalism, written communication, independence, and accountability necessary to be college- and/or industry-ready. Students should be able to demonstrate that they can apply what they have learned with increasing independence and in accordance with expectations they will encounter in higher education, healthcare, fitness, and related professional environments.

This is more than an organizational task; it is professional preparation. Students will develop habits that mirror those required in healthcare and other professional settings: planning ahead, meeting deadlines, preparing appropriately, completing quality work, reflecting on performance, receiving feedback, and making adjustments in real time. Just as in medicine and industry, efficiency, accountability, communication, professionalism, and responsiveness matter.

Deep and honest personal reflection is an essential component of professional development. Students are expected to thoughtfully evaluate their own performance, acknowledge areas where improvement is needed, and identify specific actions for continued growth. Equally important is the ability to receive instructor feedback professionally and use that feedback to make meaningful adjustments. The capacity to accept constructive feedback, reflect without defensiveness, and apply feedback to future performance is an intrinsic professional skill and an expectation of this program.

The purpose of these quarterly assessments is not simply to evaluate where students are; it is to help students understand where they are now, where they need to go, and what they must do to get there.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone Showcase or Community Impact Project should choose something that demonstrates their advanced levels of mastery in their program content. Students will complete a project training plan that details the skills, standards and assessment criteria which will be used to determine the project’s grade.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities for you to improve your grade.

Reassessment Opportunities

Reassessment opportunities are limited and are intended to provide eligible students with an opportunity to demonstrate improved mastery of specific skills or content. Reassessment is not guaranteed for every assignment, assessment, or evaluation. Not all assignments and evaluations are eligible for reassessment, particularly activities completed in a lab, hands-on skills assessment, standardized assessment, or other evaluation where reassessment is not appropriate or permitted.

Reassessment is available only to students who earn a score of 2.5 or below on an eligible assessment or assignment. Students who are Meeting (3) or Exceeding (4) expectations are not eligible for reassessment, as their demonstrated level of mastery does not warrant another attempt.

Reassessment is also not available for assignments that were not submitted by the established deadline. Meeting deadlines, managing responsibilities, and completing work as assigned are essential expectations of college and industry settings. The purpose of this course is not only to develop content knowledge and technical skills, but also

to prepare students for the professional expectations of higher education and the workplace. Students are therefore expected to demonstrate responsibility, time management, and accountability for completing work on time.

Grades

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade based on this scale*:

- **A: 4.0-3.2 -** Student is meeting most standards and exceeding on some.
- **B: 3.19-2.4** - Student is meeting most standards and may be approaching or exceeding on some.
- **C: 2.39-1.6** - Student is approaching on most standards and may be beginning or meeting on some.
- **D: 1.59-1.2** - Student is beginning on most standards and may be approaching on some.
- **NC: 1.19-0.00** - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, the NC does not earn credit for a course.

*These are general descriptions and there may be exceptions.

Late Work Policy: To ensure fairness and consistency for all students, late work will not be accepted. Any assignment submitted after the deadline will be recorded as NE (Not Earned) in the gradebook.

Recommended Academic Skills

Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught and graded to that college's standards. Because these IRCs and college-level courses require advanced academic ability, students will have the greatest success in earning these certifications and/or college credit with the following skills:

Reading Level: 11th grade (2 ELA credits)
Math Level: 11th grade (Algebra, Geometry)
Science Level: 11th grade (Biology, Physical Science)

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. It is projected that more than 75% of jobs in Washington state will require credentials, certifications and/or education beyond a high school diploma, so our students are getting a head start. Every student will complete at least one IRC.

- **1st Year Industry-Recognized Certifications (IRC):** First Aid, Basic Life Support (BLS CPR/AED), OSHA-10 Hour Training, Stop the Bleed, NHFS Student Mental Health & Suicide Prevention, Bloodborne Pathogens, HIPAA Compliance Training
- **2nd Year Industry-Recognized Certifications (IRC):** NASM-CPT (Certified Personal Trainer), NFHS Implicit Bias Training, NFHS Concussion in Sport, NFHS Heat Illness Prevention, NFHS Sudden Cardiac Arrest, NFHS Coaching Mental Wellness, NFHS Strength & Conditioning

PSSC Capstone Project

To successfully complete your Career and Technical Education (CTE) program at PSSC, you must complete a Capstone Project and present it. This is mandatory for earning credit during 2nd semester and could impact your ability to earn the CTE graduation pathway. This project demonstrates the skills and knowledge you've gained throughout your time in the program, the IRCs you have earned, and readiness to enter your chosen career field or continue your education. It will also include a showcase of your best work. It is a graduation requirement that cannot be waived. You will be given a checklist with the requirements.

Along with your main project, all students must complete the essential professional documents including:

- a resume
- a cover letter
- a thank you email
- a reference request email
- a reference list
- a showcase of exemplar work to be presented
- and a written reflection essay summarizing the year's learning and your plan for the future
- performance evaluations (student monthly or quarterly self-reflections & teacher feedback)

Capstone Project Showcase for 1st Year Students:

- Complete a presentation of your capstone and your best work to industry professionals, family, and/or friends, as required by your program.

Community Impact Project for 2nd Year Students:

- Research and complete an individual or group project that showcases multiple industry skills mastered and meets a need in the community. 2nd year students will have already completed the minimum professional documents requirements during the previous year, though their resume should be updated regularly.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in WBL through their program, and some may earn elective credits.

All PSSC students will participate in some form of Work-Based Learning, and fill out a contract at the beginning of the year to start the process.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships
- Field Trips to Industry Sites
- College Visits

Leadership

Leadership is a key component of Sports Medicine where your student can be a member of a Career & Technical Student Organization (CTSO) or equivalent. The purpose of a CTSO is to encourage the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community. It is each student's choice as to how active they will become in the CTSO. Sports Medicine takes part in HOSA-Future Health Professionals. HOSA is a nationally recognized CTSO focused on the health science career cluster.

Partial list of leadership opportunities: Attend HOSA conferences and competitions, perform a community service project, be a student leader in your program, serve as an ASB representative, lead campus tours, volunteer for career days at elementary and middle schools, and others your class offers.

STUDENT PERSONAL SMART DEVICES POLICY (CELL PHONE, TABLETS, HEADPHONES/EAR PODS)

In our class technology is viewed as a tool, not a toy. Students will store their cell phones in the phone locker at the start of class. Phones will remain stored unless otherwise directed by the instructor. Students who require

their phones to support their needs as documented by an IEP, 504 plan and/or Emergency Care Plan will be granted use as outlined by those documents.

Purpose: The guiding language from Governor Ferguson is “Away for the Day” - To keep phones from disrupting learning, increased safety, productivity and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

- Before school: Anytime before the bell rings
- After school: Anytime after your session's final bell

Emergency Communication

- Parents: Call the main office directly in emergencies at (206) 631-7300
- Students: Get a pass to use the office phone for urgent calls

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator
- Computers available at all school sites for academic work
- Accommodations honored: Students with 504, IEP, MV, or Health Plans may use devices as documented

Consequences (Progressive)

1. First: Verbal reminder to store phone properly from the classroom instructor – documented in Synergy
2. Second: Phone confiscated by classroom instructor for the period; possible admin referral – documented in Synergy
3. Third: Admin referral and parent/guardian contact and phone to be held by the Dean of Student Success – documented in Synergy

Immediate referral if the disruption is significant or dangerous – documented in Synergy

Goal: These steps are instructive, not punitive, to maintain a respectful and safe learning environment.

Attendance Policy

The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time**.

1. Upon entering the classroom, each student will scan the QR code to check in for the day, and put their smart devices in the designated area in the classroom. It is their responsibility as a student to complete the QR code so their presence is documented for the day. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, voice text or phone call.
3. Absences may be excused **by a parent/guardian** by the following methods within 48 hours of the absence:
    a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206) 631-7353
    b. Email to Ms. Kelsey (kelsey.gomez@highlineschools.org)

   c. Text message to Ms. Kelsey through Google Voice at (425) 298-7345
   d. Hand-written note turned into PSSC Attendance Specialist Kesley Gomez
4. Please include the following information in the note, call or email:
   a. Student Name
   b. Parent/Guardian Name
   c. Program Name
   d. Date of the absence
   e. Reason for the absence
5. Students who are 18 years of age may excuse their own absence **in writing only** for the following reasons: school-related absence, medical appointment, or personal illness.
6. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your sending school as well.
7. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Student Handbook: https://pssc.highlineschools.org/students/student-handbook-24-25-clone

Eligibility to Return as a 2nd Year Advanced Student

Commented [TP1]: Update this language with whatever ends up in the handbooks.

@Trish Mcguire @Tony Poplin

All PSSC students will have quarterly performance evaluations with their PSSC teachers to assess success in their program, and communication will take place with the student success dean, sending school and families when additional supports are needed.

In order to return as a 2nd Year Advanced Student, they must demonstrate mastery of content and skills considered necessary by their industry-trained teacher(s), and pass the End-of-Course exam each semester. Students must also successfully earn the schoolwide and program specific required IRCs.

Students who are unable to complete the required skills, unable to pass the End-of-Course exams, and IRCs in one year may be eligible to return to PSSC for another year and additional time to complete those items, but would not have earned the advanced status to be considered a 2nd Year Advanced Student.

Students who return to PSSC and enroll in a different program will also be considered a 1st year student, as it is their first year in that program.

Students may attend the same program at PSSC for a maximum of two school years. However, this does not count summer school which is open to students who have finished the 8th grade until the summer before their senior year.

To be eligible for advancement into the 2nd Year Sports Medicine program, students must meet the following requirements:

Academic Performance

- Earn a final grade of 3 or higher in each SMED gradebook
- Earn a score of 3 or higher on the EMT Trauma Assessment
- Earn a score of 3 or higher on Positive Provider Qualities (PPQ) evaluations
- Earn a score of 3 or higher on End of Year Summative
- Maintain 80% attendance or higher for the entire school year

Industry-Recognized Credentials (IRCs)

- Successfully complete all required certifications and credentials:
- AHA First Aid
- AHA Basic Life Support (BLS CPR/AED)
- OSHA-10 Hour Training
- Stop the Bleed
- Bloodborne Pathogens
- HIPAA Compliance Training
- Employability Skills License

- Time Management
- Teamwork
- Critical Thinking

Capstone & Career Readiness
- Participate in required Capstone Project components (Website, Presentation, Career Fair, etc.)
- Complete professional writing tasks:
- Resume
- Cover Letter
- References
- Reflection Essay
- Other assigned professional communication tasks (emails, how-to video, etc.)
- Participate in leadership and/or career readiness opportunities when available

Professional & Technical Skills
- Demonstrate proficiency of essential course content and hands-on skills as determined by the instructor
- Demonstrate responsibility, safety awareness, teamwork, and readiness for advanced clinical learning
- Demonstrate professional readiness standards throughout the school year, including appropriate uniform compliance, responsible technology use, and punctual attendance with minimal disciplinary concerns

Advancement Statement: Students who do not complete all requirements within one academic year may still be eligible to return to PSSC; however, they will not automatically qualify as an Advanced (2nd Year) student. Final advancement decisions are made using instructor professional judgment based on the student's academic performance, skill proficiency, professionalism, safety, attendance, and overall readiness for advanced-level participation in the program.

Academic Honesty

We take academic honesty seriously. You are expected to maintain the highest levels of integrity. It is important that we can assess what you know and can do independently so that we can accurately support your learning. Here are guidelines that ensure that you are upholding academic honesty:

- Do your own work: Do not copy or plagiarize someone else's work, including text, images or ideas. Strive to produce original work that represents your own thoughts and ideas.
- Give credit: If you use a source such as a book, article, website or generative Artificial Intelligence, you must give appropriate credit. Include a citation that clearly identifies the source of your information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to re-doing the assignment and family conferences. Academic honesty ensures you are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher — but not to replace student thinking or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one's own without permission or explanation is not acceptable and considered academic dishonesty.

Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.
Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.
Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 2 06-631-7300.

Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan,
kala xidhiidh xafiiska dugsigaaga 206-631-7300.

ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.

.اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید