

**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
REVISED STUDY AGREEMENT
April 13, 2023**

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Ventura Unified School District, hereinafter referred to as the district, mutually agree as follows:

1. BASIS OF AGREEMENT

The team provides a variety of services to local education agencies (LEAs). The district has requested that the team assign professionals to study specific aspects of the district's operations. These professionals may include staff of the team, county offices of education, the California Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this agreement.

In keeping with the provisions of Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

1. Analyze special education teacher staffing ratios, class and caseload size using statutory requirements for mandated services and statewide guidelines, and make recommendations for improvement, if any.
2. Review the efficiency of staffing allocations of special education paraeducators, per education code requirements and/or industry standards, and make recommendations for improvement, if any. Review the procedures for identifying the need for paraeducators, including least restrictive environment and the processes for monitoring the assignment of paraeducators and determining the need for continued support from year to year (include classroom and 1-to-1 paraeducators).
3. Analyze staffing and caseloads for related service providers, including but not limited to speech pathologists, psychologists, occupational and physical therapists, behavior specialists, adaptive physical education teachers, and other staff who may be related service providers, and make recommendations for improvement, if any.
4. Analyze whether the district provides a continuum of special education and related services for students from preschool through age 22, including placements in the least restrictive environments, and make recommendations for improvement (which may include instructional models), if any.

5. Determine whether the district overidentifies students for special education services compared to the statewide and countywide averages, and make recommendations that will reduce overidentification, if needed.
6. Review the organizational structure and staffing of the special education department in the district's central office to determine whether administration, clerical and administrative support, program specialists, teachers on special assignment and overall function are aligned with those of districts of comparable size and structure, and make recommendations for greater efficiencies, if needed.
7. Review the costs of due process, mediations and settlements for the past three years and make recommendations for improvements, if any.
8. Review the district's professional development/training program as it relates to special education, and make recommendations for improvement, if any.
9. Review the district's unrestricted general fund contribution to special education and make recommendations for greater efficiency, if any.
10. Review special education transportation for efficiency and effectiveness, and provide recommendations for potential cost saving measures, if any. The review will include but not be limited to the role of individualized education programs (IEPs), routing, scheduling, operations, and staffing.

B. Services and Products to be Provided

1. Orientation Meeting – The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.
2. On-site Review – The team will conduct an on-site review at the district office and at school sites if necessary.
3. Exit Meeting – The team will hold an exit meeting at the conclusion of the on-site review to inform the district of significant findings and recommendations to that point.
4. Exit Letter – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly memorializing the topics discussed in the exit meeting.
5. Draft Report – Electronic copies of a preliminary draft report will be delivered to the district's administration for review and comment.
6. Final Report – Electronic copies of the final report will be delivered to the district's administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.
7. Follow-Up Support – If requested by the district within six to 12 months after completion of the study, FCMAT will return to the district at no cost to assess the

district's progress in implementing the recommendations included in the report. Progress in implementing the recommendations will be documented to the district in a FCMAT management letter. FCMAT will work with the district on a mutually convenient time to return for follow-up support that is no sooner than eight months and no later than 18 months after completion of the study.

3. PROJECT PERSONNEL

The FCMAT study team may include:

To be determined

FCMAT Staff

To be determined

FCMAT Consultant

To be determined

FCMAT Consultant

To be determined

FCMAT Consultant

4. PROJECT COSTS

The cost for studies requested pursuant to Education Code (EC) 42127.8(d)(1) shall be as follows:

- A. \$800 per day for each staff member while on site, conducting fieldwork at other locations, preparing or presenting reports, or participating in meetings. The cost of independent FCMAT consultants will be billed at their actual daily rate for all work performed.
- B. All out-of-pocket expenses, including travel, meals and lodging.
- C. The district will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon the district's acceptance of the final report.

Based on the elements noted in section 2A, the total not-to-exceed cost of the study will be \$42,600.

- D. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT's services are payable to Kern County Superintendent of Schools - Administrative Agent, located at 1300 17th Street, City Centre, Bakersfield, CA 93301.

5. RESPONSIBILITIES OF THE DISTRICT

- A. The district will provide office and conference room space during on-site reviews.
- B. The district will provide the following if requested:
 - 1. Policies, regulations and prior reports that address the study scope.
 - 2. Current or proposed organizational charts.
 - 3. Current and two prior years' audit reports.

4. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
 5. Documents should be provided in advance of fieldwork; any delay in the receipt of the requested documents may affect the start date and/or completion date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, where the district will upload all requested documents.
- C. The district's administration will review a draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for different phases of the study and will be established upon the receipt of a signed study agreement:

Orientation:	to be determined
Staff Interviews:	to be determined
Exit Meeting:	to be determined
Draft Report Submitted:	to be determined
Final Report Submitted:	to be determined
Board Presentation:	to be determined, if requested
Follow-Up Support:	if requested

7. COMMENCEMENT, TERMINATION AND COMPLETION OF WORK

FCMAT will begin work as soon as it has assembled an available and appropriate study team consisting of FCMAT staff and independent consultants, taking into consideration other jobs FCMAT has previously undertaken and assignments from the state. The team will work expeditiously to complete its work and deliver its report, subject to the cooperation of the district and any other parties from which, in the team's judgment, it must obtain information. Once the team has completed its fieldwork, it will proceed to prepare a draft report and a final report. Prior to completion of fieldwork, the district may terminate its request for service and will be responsible for all costs incurred by FCMAT to the date of termination under Section 4 (Project Costs). If the district does not provide written notice of termination prior to completion of fieldwork, the team will complete its work and deliver its report and the district will be responsible for the full costs. The district understands and agrees that FCMAT is a state agency and all FCMAT reports are published on the FCMAT website and made available to interested parties in state government. In the absence of

extraordinary circumstances, FCMAT will not withhold preparation, publication and distribution of a report once fieldwork has been completed, and the district shall not request that it do so.

8. INDEPENDENT CONTRACTOR

FCMAT is an independent contractor and is not an employee or engaged in any manner with the district. The manner in which FCMAT's services are rendered shall be within its sole control and discretion. FCMAT representatives are not authorized to speak for, represent, or obligate the district in any manner without prior express written authorization from an officer of the district.

9. INSURANCE

During the term of this agreement, FCMAT shall maintain liability insurance of not less than \$1 million unless otherwise agreed upon in writing by the district, automobile liability insurance in the amount required under California state law, and workers' compensation as required under California state law. Upon the request of the district and the receipt of the signed study agreement, FCMAT shall provide certificates of insurance, with Ventura Unified School District named as additional insured, indicating applicable insurance coverages.

10. HOLD HARMLESS

FCMAT shall hold the district, its board, officers, agents, and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of FCMAT's board, officers, agents and employees undertaken under this agreement. Conversely, the district shall hold FCMAT, its board, officers, agents, and employees harmless from all suits, claims and liabilities resulting solely from negligent acts or omissions of the district's board, officers, agents and employees undertaken under this agreement.

11. COVID-19 PANDEMIC

Because of the existence of COVID-19 and the resulting shelter-at-home orders, local educational agency closures and other related considerations, at FCMAT's sole discretion, the Scope of Work, Project Costs, Responsibilities of the District (Sections I, IV and V herein) and other provisions herein may be revised. Examples of such revisions may include, but not be limited to, the following:

- A. Orientation and exit meetings, interviews and other information-gathering activities may be conducted remotely via telephone, videoconferencing, etc. References to on-site work or fieldwork shall be interpreted appropriately given the circumstances.
- B. Activities performed remotely that are normally performed in the field shall be billed hourly as provided as if performed in the field (excluding out-of-pocket costs).
- C. The district may be relieved of its duty to provide conference and other work area facilities for the team.

12. FORCE MAJEURE

Neither party will be liable for any failure of or delay in the performance of this study agreement due to causes beyond the reasonable control of the party, except for payment obligations by the district.

13. CONTACT PERSON

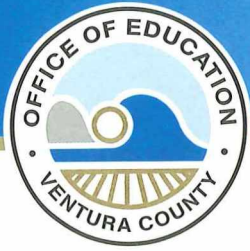
Name: Neil Virani, Executive Director, Special Education
Telephone: [REDACTED]
E-mail: neil.virani@venturausd.org

Dr. Antonio Castro, Superintendent
Ventura Unified School District

Date

Michael H. Fine,
Chief Executive Officer
Fiscal Crisis and Management Assistance Team

Date

**Administration**

5189 Verdugo Way
Camarillo, CA 93012
805-383-1902 • FAX: 805-383-1908
www.vcoe.org

VENTURA COUNTY OFFICE OF EDUCATION

Dr. César Morales, County Superintendent of Schools

April 17, 2023

Ms. Sabrena Rodriguez
Governing Board President
Ventura Unified School District
255 West Stanley Avenue, #100
Ventura, CA 93001

Dear Ms. Rodriguez:

The Ventura County Office of Education has reviewed the second interim report of the Ventura Unified School District for the period ending January 31, 2023 in accordance with Education Code Section 42131.

The County Superintendent's review process includes examining the interim report to determine whether it complies with the standards and criteria established by the State Board of Education, and identify any technical correction needed to bring the report into compliance with those standards and criteria. In addition, determine whether the budget projections presented on the interim report will allow the district to meet its financial obligations for the remainder of the current fiscal year and will enable the district to satisfy its multi-year financial commitments.

Based upon our review of the second interim report, we agree with the district's positive certification. However, the district is spending down reserves in the second subsequent fiscal year with deficit spending of \$14.5M in the 2024-25 fiscal year. Failure to minimize deficit spending could jeopardize fiscal solvency of the district, including its ability to meet the state recommended minimum reserve requirement for economic uncertainties. It is imperative the district develop an action plan with significant ongoing expenditure reductions to align with the loss of ongoing revenue due to declining enrollment.

School district studies, reports, evaluations, or audits which indicate signs or symptoms of fiscal distress are required to be submitted as soon as they are available to the Ventura County Office of Education, School Business and Advisory Services.

If you have any questions, please call Danni Brook, Executive Director of School Business and Advisory Services at (805) 383-1981.

Sincerely,

Dr. César Morales
Ventura County Superintendent of Schools

cc: District Superintendent
District Chief Business Official
VCOE Deputy Superintendent, Fiscal and Administrative Services
VCOE Executive Director, School Business and Advisory Services

CTE Con First Responders: Public Safety & Emergency Response

Grades: 9-12

Length: Full Year

Environment: Classroom-based

Discipline: College-Preparatory Elective (G) Interdisciplinary

Institution: Buena High / Open to all VUSD high school students

Course Overview

This is the first course (“concentrator”) in the 2-year First Responder: Public Safety & Emergency Response (CTE) pathway at Buena HS. This course will provide students with the essential knowledge needed to prepare for a career in law enforcement, fire service, and/or emergency medical services. The law enforcement component will include subjects such as analyzing and interpreting criminal codes, statutory and case law, appropriate use of force, narrative report writing, police terminology, crime scene investigation, technological tools, and their application in today’s increasingly complex society. The fire and emergency medical services component will cover the implementation of Incident Command Systems, fire service / suppression, CPR certification, technological tools, and EMS / Paramedic training. Students will gain an understanding of the redundant roles of all first responders.

Students will research the purpose and relevance of teamwork and leadership, as well as the mission and role, college and career opportunities, hiring process, and professional associations for each career path. Students may experience and demonstrate industry standards through Career Technical Student Organizations, community service, guest speakers, and hands-on work-based learning scenarios. This course provides a foundation to ensure college and career readiness for future industry opportunities.

At the end of the course, students will possess the skills to evaluate incidents, implement a plan of action and deliver the necessary actions to serve and protect the public. The culminating activity will incorporate an integrated industry-wide public safety simulated work-based learning activity in conjunction with local public safety partners. This course

will be articulated with local community college programs and include regular collaboration with the Ventura County Sheriff's Department, Ventura Police Department, Ventura County Fire Department, local ambulance services agencies, Ventura County Probation Agency, and the Ventura County District Attorney's Office.

Unit 1: Public Safety

Students will understand the history, relevance, and commitment required to successfully complete this 2-year pathway and its benefits toward their college and career readiness. Students will read and summarize the following in learning groups: the syllabus, handbooks, pathway/industry protocols, Career Technical Education Standards, and Career Technical Student Organization opportunities (e.g., SkillsUSA and CyberPatriot). Students will research other FRPS programs in CA and the USA to connect the relevance and industry expectations to our FRPS. The goal of this unit is for students to understand and be prepared to apply industry and FRPS expectations toward their academic and pathway success.

Assignments

Individualized Learning Plan: After researching the information in this unit, students will develop a written individualized two-year learning plan (illustrated timeline) of their goals toward a successful FRPS pathway journey with post-secondary opportunities. This plan will include goals for each of the two years while in high school related to academics (GPA), Career Technical Education certifications and experiences, and post-secondary education and training. The purpose of this assignment is for students to research and realize that they have the opportunity to be successful in high school with a clear and realistic plan or "road map" illustrating their journey toward their goals of high school graduation and post-secondary training and career options. Students will orally present their plan to their peers.

Anchor Standards: 1.0 Academics; 2.0 Communication; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety and Emergency Response Pathway Standards: A1.0; A2.0; A5.0; and B1.0

Unit 2: Career Exploration

Students will use the California Career Resource Network (i.e. California Career Center California Career Zone, and Pathful Explore) to research their career interests and the career opportunities in law enforcement, crime scene investigation, and fire and emergency services. Students will take career self-assessments (e.g., Interest Profiler, Work Importance Profiler,

and Make Money Choices), evaluate their results to align their interests with relevant career paths, and develop a cost-of-living budget. Students will also have the opportunity to interact with various law enforcement, crime scene investigations, and fire and emergency services personnel to learn of their experiences and goals as it pertains to their college and career choices. These presenters will include law enforcement, school district security, crime scene, and fire and emergency services personnel. Students will use this information to further their in- depth understanding of the industry sector in subsequent units.

Assignments

Career Presentation: Students will research one of their top three career choices that aligns with their self-assessment and produce a PowerPoint presentation, which will be orally and visually presented to their peers. Students will include the following in their presentation: industry sector, job title, minimum qualifications, duties, median salary, educational requirements, and internship opportunities. Students will also develop a cost-of-living budget related to their career presentation, produce a resume, and accurately complete an industry related job application.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Anchor Standards: 1.0 Academics; 2.0 Communication; 3.0 Career Planning and Management; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety and Emergency Response Pathway Standards: A1.0; A2.0; A5.0; B1.0; and B3.0

Unit 3: Law Enforcement

Students will compare and contrast the mission and role of law enforcement at the federal, state, and local levels. Then use the California Career Zone and Pathful Explore to explore the career paths within law enforcement to produce a career fact sheet (i.e., qualifications, duties, salary, internships, and colleges with related degrees). Students will evaluate the Law Enforcement Code of Ethics and research the California Peace Officer Standards and Training, hiring process, professional associations, and crime prevention techniques. Students will further their learning by understanding the nomenclature and by demonstrating the proper use of law enforcement equipment and techniques in accordance with SkillsUSA's Criminal Justice standards.

Assignments

Law Enforcement Recruitment: Students, individually, will conduct research on a law enforcement agency/department in the USA. Students will use print and digital sources to research the mission, sworn and civilian entry-level positions, qualifications, hiring process, and high school and college internship programs. Students will produce a visual and oral presentation from the position of recruitment personnel for their agency/department. Students will choose between a brochure, poster-board, PowerPoint, or recruitment video. Students will be required to alternate between these types of media for each of the subsequent career unit assignments.

Activities / Simulations

Modeled after the industry's Police and Fire Games students will design the two activities below and must include the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final (written with diagrams).

These games are held in the spring of each year, where concentrator students will compete by demonstrating their knowledge of career related skills and collaboration, while capstone students and industry partners facilitate the games.

Criminal Justice Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students maneuver through obstacles while wearing law enforcement equipment and then accurately and legally handcuff a subject.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Anchor Standards: 1.0 Academics; 2.0 Communication; 3.0 Career Planning and Management; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 6.0 Health and Safety; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety Pathway Standards: A1.0; A2.0; A3.0; A5.0; A6.0; and A8.0

Unit 4: Teamwork / Soft Skills

Students will develop an understanding and demonstrate teamwork and collaboration skills. This unit defines teamwork, lists the skills, styles, and roles necessary for positive collaboration, as well as detailing the benefits and responsibilities of working in a team environment. Students will discuss and differentiate between various personality types, team roles, and team-building skills in the workplace, as well as how to be an effective team member within a group. The goal of this unit is for students to exhibit the ability to cooperate, contribute, and collaborate as a member of a team, as well as identify and practice effective interpersonal and team-building skills involving situations with others.

Assignments

Work-Related Problem Solving: Working in groups of 3 to 4, students will research, identify, and apply the steps of the problem-solving process. After researching and identifying the problem-solving process, students will create a step-by-step problem-solving guide. Then, students will apply the problem-solving process to work-related scenarios. Students will write a proposal outlining their plan for solving the problem and include justifications for their decision or solution. Students will also include relevant and insightful questions, explain the toleration of a range of positions within the team, offer ideas or judgments to help move the team forward, tolerate ambiguity in decision making, and evaluate the work of the group based on agreed upon criteria.

Work-Based Learning Experiences

Speaker Series

Franklin Covey - Soft Skills Activities

Anchor Standards: 1.0 Academics; 2.0 Communication; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0

Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety and Emergency Response Pathway Standards: A1.0; A2.0; A4.0; A6.0; B1.0; and B3.0

Unit 5: Crime Scene Investigation

Students will research the history, observation skills, and crime scene procedures as it relates to forensic science. Students will use the California Career Zone to explore the career paths within forensic science to produce a career fact sheet (qualifications, duties, salary, internships, and colleges with related degrees). Students will evaluate forensic science ethics and research professional associations. Students will further their learning by understanding

the nomenclature and by demonstrating the proper use of crime scene investigation equipment and techniques in accordance with SkillsUSA's Crime Scene Investigation standards.

Assignments

Mock Crime Scene Investigation: Students in groups of three will have 40 minutes to complete a crime scene investigation meeting the competition standards for SkillsUSA. Students will need to establish their probable cause to enter the location, maintain the chain of custody for evidence, and document the scene by completing a sketch with measurements, as well as photographs. Students will demonstrate the proper techniques for collecting, packaging, and processing evidence for fingerprints, as well as knowing the procedures for collecting DNA and firearms. Students will conclude this assignment by turning in their field notes and completing a crime scene investigation report.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Anchor Standards: 1.0 Academics; 2.0 Communication; 3.0 Career Planning and Management; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 6.0 Health and Safety; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety Pathway Standards: A1.0; A2.0; A4.0; A5.0; and A6.0

Unit 6: Fire Service

Students will compare and contrast the mission and role of fire service at the federal, state, and local levels. Then use the California Career Zone to explore the career paths within the fire service to produce a career fact sheet (qualifications, duties, salary, internships, and colleges with related degrees). Students will evaluate the National Fire Protection Association and the California State Fire Marshal's standards and training, as well as research the hiring process, professional associations, and fire prevention techniques. Students will further their learning by understanding the nomenclature and by demonstrating the proper use of fire service equipment and techniques in accordance with SkillsUSA's Firefighting standards.

Assignments

Fire Prevention: Students will research fire prevention strategies and choose one concept from which the group will then collaboratively develop a publication. The strategy will clearly state in short memorable phrases a call for action or the danger with illustrations. The research must support their claims with factual data and use persuasive writing to convince the reader to feel the urgency. Students will choose between a brochure, poster-board, PowerPoint, or recruitment video. Students will be required to alternate between these types of media for each of the subsequent career unit assignments.

Activities / Simulations

Modeled after the industry's Police and Fire Games students will design the two activities below and must include the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final (written with diagrams).

These games are held in the spring of each year, where concentrator students will compete by demonstrating their knowledge of career related skills and collaboration, while capstone students and industry partners facilitate the games.

Firefighting Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities related to the CPAT (Candidate Physical Ability Test) that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students must don/doff firefighting personal protective equipment and then maneuver through an obstacle course dragging a fire hose.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Anchor Standards: 1.0 Academics; 2.0 Communication; 3.0 Career Planning and Management; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 6.0 Health and Safety; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Emergency Response Pathway Standards: B1.0; B2.0; B3.0; B4.0; B5.0; B8.0; and B10.0

Unit 7: Emergency Medical Services

Students will compare and contrast the mission and role of emergency medical services at the public and private levels. Then use the California Career Zone to explore the career paths within the emergency medical services to produce a career fact sheet (qualifications, duties, salary, internships, and colleges with related degrees). Students will evaluate the National Highway Traffic Safety Administration's and the California Emergency Medical Services Authority's standards and training and research the hiring process, professional associations, and the importance of prehospital care. Students will further their learning by understanding the nomenclature and by demonstrating the proper use of emergency medical services equipment and techniques in accordance with SkillsUSA's First Aid/CPR/AED and Medical Terminology standards.

Assignments

Public Service Announcement: Students in groups of 3 to 4 will research a Public Service Announcement related to assisting Emergency Medical Services with prehospital care, ensuring a patient's survival during the "Golden Hour." The Public Service Announcement will clearly state, in steps, the course of action with illustrations. The research must state factual data on the success of this life saving technique and use persuasive writing to convince the reader to feel the urgency to act. Students will choose between a brochure, poster-board, PowerPoint, or recruitment video. Students will be required to alternate between these types of media for each of the subsequent career unit assignments.

Activities / Simulations

Modeled after the industry's Police and Fire Games students will design the two activities below and must include the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final (written with diagrams).

These games are held in the spring of each year, where concentrator students will compete by demonstrating their knowledge of career related skills and collaboration, while capstone students and industry partners facilitate the games.

EMT - First Aid / CPR Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities related to bandaging and CPR that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students will utilize manikins to demonstrate a patient assessment and render first aid and/or CPR as needed.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Anchor Standards: 1.0 Academics; 2.0 Communication; 3.0 Career Planning and Management; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 6.0 Health and Safety; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety and Emergency Response Pathway Standards: A6.0; B1.0; B3.0; B4.0; B5.0; B7.0; B8.0; and B9.0

Unit 8: Leadership / Soft Skills

Students will research and be expected to demonstrate ethical behaviors that positively influence others, as well as share a clear understanding of integrity to positively impact the direction and actions of a team. Students will define leadership and identify the responsibilities, competencies, and behaviors of successful leaders. Students will recognize and demonstrate the characteristics and benefits of leadership and citizenship in the school and community. Students will learn to lead their peers to promote decision making and conflict resolution, as well as the completion of their assignment. Students will use these skills throughout their years in PSA and in preparation for Incident Command System and National Incident Management System training to accurately and effectively manage a mock emergency, capstone project, their senior year.

Assignments

Leadership in Action: Using the information learned in this unit, students will select the characteristic they feel is the most important in a good leader to research. Students will conduct the necessary research using several different sources (Internet, adults, community leaders, articles, library, etc.) and create an argument about why this trait is so important in effective leadership and how leaders can demonstrate this trait. Students should organize their thoughts and write an outline for a 3 to 5 minutes speech using their research. Students will need to include quotes, data, and statistics, as well as cite the sources in their speech.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Franklin Covey - Leadership Activities

Anchor Standards: 1.0 Academics; 2.0 Communication; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety and Emergency Response Pathway Standards: A1.0; A2.0; A4.0; A6.0; A7.0; B1.0; B2.0; B3.0; B4.0; and B8.0

Unit 9: Cyber Security

Students will use critical thinking and critical reading skills as they research a variety of topics such as law, ethics, terrorism, and communications as it pertains to cyberspace. (a) Cyber Law explores the differences between a criminal offense and a moral wrong, protection of intellectual property, the functions and uses of permanent electronic records, and the role of laws in addressing social challenges. (b) Cyber Ethics examines ethical implications of extensive technology use such as conceptions of friendships, privacy, personality, and the harms inherent in new technologies. (c) Cyber Terrorism analyzes the motivations behind, desired outcomes of, and consequences of acts of terrorism and discusses appropriate counter attacks or counter measures. (d) Cyber Communities investigates the necessity of a networked society, crowdsourcing information, technology used in communication, virtual collaboration, and team dynamics. Students will further their learning by understanding the nomenclature and by demonstrating the proper use of cyber security equipment and techniques in accordance with SkillsUSA's Cyber Security and CyberPatriot standards.

Assignments

Crime or Moral Wrong: Students will identify and distinguish crimes from claims of moral wrong, evaluate arguments about the nature of crime, and reflect on and develop their own understanding of the sorts of uses of technology that ought to be criminal. Technology permeates our public and private lives as such, there has been an expansion of the community to which we belong and the means by which we can impact one another's lives. Students will be divided into groups and will be provided with a case study in which an individual uses social media to harm another, and each of the groups will then discuss whether the action in question ought to be punished as a crime. Students will then come back together as a class to resolve the matter, at this point those who think the action ought to be considered a crime will be required to argue the opposite and vice versa.

Work-Based Learning Experiences

Speaker Series

Virtual Job Shadows - Pathful Explorer

Anchor Standards: 1.0 Academics; 2.0 Communication; 4.0 Technology; 5.0 Problem Solving and Critical Thinking; 7.0 Responsibility and Flexibility; 8.0 Ethics and Legal Responsibilities; 10.0 Technical Knowledge and Skills; and 11.0 Demonstration and Application

Public Safety Pathway Standards: A1.0; A2.0; A4.0; A5.0; A6.0; A7.0; and A8.0

Unit 10: Student Evaluation

This course is an introduction to law enforcement, fire technology, and emergency medical services. To evaluate student learning, this course was aligned to the CA Career Technical Education Model Curriculum Standards, 2013 for Public Service: Public Safety and Emergency Response Pathways and SkillsUSA Standards and Competencies for Criminal Justice, Crime Scene Investigation, Firefighting, and First Aid/CPR.

Assignments

Students will answer chapter study questions and complete a written research paper. Students will have a cumulative mid-term and final assessing the students understanding and application of public safety vocabulary, theories, and practices. These assessments will use a combination of true/false, multiple choice, and scenarios-based questions.

Students will further their learning by understanding the nomenclature and by demonstrating the proper use of law enforcement, fire service, and emergency medical services equipment and techniques in accordance with SkillsUSA's standards.

Websites

Pathful Explorer

Leader In Me

California Career Zone

National Integrated Cyber Education Research Center

Office of the State Fire Marshal

CA POST

Training and Public Education

California Emergency Medical Services Authority

SkillsUSA Career Essentials

www.cacareerzone.org

nicerc.org

osfm.fire.ca.gov/training/training

State of California

Organizations

California Career Center

Cyber Innovation Center

California Department of Forestry and Fire Protection

CA Commission on Peace Officer Standards and Training

National Fire Protection Association State of California

SkillsUSA

Other Materials

Law, Public Safety, Corrections & Security (includes Forensic Science) CEV Multimedia, LLC. (iCEV) 2022

Online <https://www.icevonline.com/curriculum/law-public-safety-> Curriculum corrections-security

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