

New Lexington City Schools

PANTHER



P.A.W. WAY

PANTHER P.A.W. WAY

(Pathways To Access Work)

TABLE OF CONTENTS

Mission	1
Getting Ready.....	1
Method	2
Standards used	2
Community Partnerships.....	6
Work	6
Apprentice	6
Internship Option	7
Job Shadowing Opportunity	7
Workforce Development Field Trips	7
Credentials	8
OhioMeansJobs Readiness Seal	8
Pathways	9
Career Fair	9
Job Fair	9
Awards Ceremony	10

APPENDIX

Student Application.....	11
Parent/Guardian Permission Form	12
Evaluation Form.....	14
Career Clusters.....	15/16
Community Partnership letter/application.....	17/18/19
Training Plan Agreement.....	20/21
Work Based Experience Training Plan.....	22/23/24
Job Shadowing forms.....	25/26
Pathways Itinerary.....	27-34
Examples of OhioMeansJobs Readiness Seal.....	35/36



NLHS Panther P.A.W. (Pathways to Access Work) Way

Mission

The intent of the NLHS Panther P.A.W. (Pathways to Access Work) Way is to prepare our students as they transition from high school to positive, post high school endeavors in whatever path each student chooses to take; whether it be some sort of post secondary training or college, entering the workforce directly from graduation, or enlistment with the military. Preparation for our student's next chapter, post high school, includes being proficient with 21st Century basic, work skills. Skills which can be learned through classroom instruction, job shadowing, internships, community based employment opportunities, and volunteer opportunities. The state of Ohio recognizes sixteen career clusters and requires each student to identify which cluster they choose to pursue. With each students' chosen career cluster, it shall be New Lexington School's responsibility to lead our students in preparation for each students' selected pathway.

Getting Ready

Employers are looking for candidates that have successful, prior work experience in order to be considered for employment. Almost all companies have training programs to prepare their employees for the job they will be performing. However, these same companies expect prospective employees to come ready to communicate, collaborate, and be reliable. The responsibility to teach our new workforce these skills falls on the local school systems. New Lexington High School has taken this responsibility very seriously and are providing opportunities for students to learn, practice, and experience real life job situations in real life job settings. While NLHS's Workforce Development program is in its infancy stage and has many

other areas to explore, this packet is intended to explain the practices and programs we currently have in place.

Method

Through communication with local employers, it is determined there is a gap with employment knowledge in which students graduating from high school possess. NLHS will utilize several tools to provide the learning necessary for all students to obtain the missing 21st Century work skills. ReadyJob.org is a curriculum that teaches students job readiness skills independently through an online program. All current seniors will complete this curriculum before they graduate. Students will also have learning and planning opportunities through Naviance or Ohio Means Jobs; programs which examines students interests to help develop a Student Success Plan that will lead them to their desired pathway. Students will identify which Pathway they intend to follow and the appropriate advising will be given to assist students with the selection of necessary courses to take while in high school.

Standards Used

Career Ready Practices (CRP) describe the career-ready skills that educators should seek to develop in their students. These twelve practices are not exclusive to a Career Pathway, program of study, discipline or level of education. CRP should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectations as a student advances through the ReadyJob.org program of study.

The twelve practices are listed below:

1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are

reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures,

materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize

the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Community Partnerships

New Lexington High School has developed the “Panther Partner” program to establish relationships with local companies, and are partnering with them to identify individualized employment needs specific to each company’s necessities. With this knowledge learned, we are able to prepare our graduates so that they will have the skills needed to become employed after high school with one of our local businesses.

Work

The Panther P.A.W. Way is a combination of work experience, classroom instruction, job shadowing experiences, and internships. Each enrolled student will work in a local, real world job setting. Some experiences will be compensated and others will be unpaid with the hope of an eventual paid employment situation. The work experiences will be supplemented with district employees serving as mentors and/or job coaches. Depending on the type of internship/work experience, earned credit may be available. In some work settings, students will also go through a regular evaluation process regularly.

Apprentice Option

Students would receive, with administrative approval, up to two flex credits for working at a Panther Partner sponsored employer. The student would be able to work up to 35 hours per week in a paid position. The Panther Partner program believes the apprentice option allows students to acquire significant employability skills for future job and career opportunities by working at these local Panther Partner companies. Students must be 16 years of age and meet employer application requirements. Students must be on track to graduate on time. Students must agree to district/employer policy and procedure waiver and produce their own liability coverage. Students are responsible for their own transportation to and from the worksite and school.

Internship Option

Students would receive, with administrative approval, up to one flex credit for working at a Panther Partner sponsored employer. The student would be able to work up to 18 hours per week in a paid or unpaid position. The Panther Partner Program believes the internship option allows students to receive first hand knowledge of industry requirements, specific knowledge about the profession and employability skills for future job and careers. Students must be 16 years of age and meet employer application requirements. Students must be on track to graduate on time. Students must agree to district/employer policy and procedure waiver and produce their own liability coverage. Students are responsible for their own transportation to and from the worksite and school.

Job Shadowing Opportunity

Students will be given the opportunity to job shadow and observe adults in a work setting to learn about the career they are interested in for their chosen pathway. The shadow opportunity must be completed with a non-relative and provide the ability to participate in job related challenges or activities where they experience the flow of a typical work day on a short-term schedule.

Workforce Development Field Trips

Students will be given the opportunity to observe adults in a work setting to learn about a career pathway. The field trip opportunity will provide the ability to participate in job related challenges or activities where they experience the flow of a typical work day on a short-term schedule.

Credentials

Through the New Lexington High School 21st Century Project Y.O.U. and the NLHS Workforce Development program, students will have the possibility to earn elective credits needed for graduation, as well as industry and relevant credentials which will intensify an individual's profile to make him/her more employable. Drivers education, one of four OSHA credentials, First Aid/CPR certification, Red Cross lifeguard certification, ALA (Academy for Leadership Abilities), and the Ohio Means Jobs Career Readiness Seal are among credentials currently being offered. College Credit Plus courses will also be offered through Hocking College in several career pathways.

OhioMeansJobs Workforce Readiness Seal

All seniors will have exposure and the opportunity to earn the OhioMeansJobs- Readiness Seal, which will demonstrate a student's personal strengths, strong work ethic, and professional experience that businesses desire. To earn this seal, students must demonstrate certain professional skills and competencies that are imperative for an individual to experience a successful transition to a workplace and/or college. Students must work with at least three mentors that will give guidance as to learning these skills and competencies, as well as verify the mastery of these skills in school, community, and work settings. Once students have earned the seal, it is the school's responsibility to ensure the Seal is placed on the student's transcript and diploma. This Seal is currently one of the additional graduation options for the graduating classes of 2019 and 2020.

Pathways

NLHS is working collaboratively with Hocking College and Zane State College to provide several College Credit Plus pathways. These pathways enable students the opportunity to earn free college credit while a student is still in high school, but which will count towards necessary college courses in specific pathways.

The current pathways available at NLHS are:

Natural Resources	Information Technology	Computer Science	
Agroecology	Associate of Science Degree	Health	Criminal Justice

Career Fair

NLHS shall hold a career fair in May of each school year for all students in grades 9-12. Prior to this event, students will take a career interest survey and these results will dictate the presenters at the fair. The committee will first target alumni of NLHS in the many different careers to come back and share their paths taken with our students. If all interested careers can not be filled through alumni, the committee will reach out to our community businesses to fill the gap. During the event, there will be an arena style process in which students will interview the representatives from the different careers/businesses. There will also be speakers presenting in the different classrooms in a small group setting about his/her career.

Job Fair

In May of each year, NLHS will sponsor a local job fair. The Workforce Development program will work collaboratively with Perry County Job and Family Services to host a job fair which will give graduating seniors awareness of current job openings and the possibility to interview on the spot for openings in our local community.

Awards Ceremony

At the end of each school year, a ceremony to celebrate students who have earned gainful employment or chosen to enlist in the military will be held to honor these young adults. This ceremony will resemble the college and scholarship night in which students will be recognized for obtaining employment or enlisting in the military as their chosen path.



New Lexington High School Application Work Experience Program

Please return this form to the Transition Coordinator or Student Advocate

Student Name _____ Date: _____

Street address _____

City, State, Zip _____

Parent/Guardian name: _____

Student phone number: _____ Parent/guardian phone number: _____

Class of _____ Birthdate: _____ Age _____

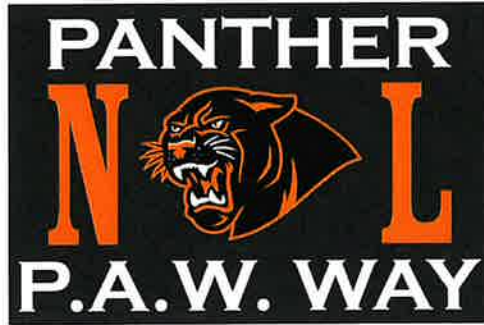
Valid driver's license ☐ Yes ☐ No

Student has/or is on target to meet graduation requirements: ☐ Yes ☐ No

GPA _____ Date checked _____

Coordinator verification below this line _____

Coordinator Approval	<p>_____ Attendance _____ Discipline _____ Credits _____ GPA</p> <p>_____ Transportation</p> <p>Student is in good standing and is recommended for the Work Experience program _____ Yes _____ No</p> <p>_____ Student does not qualify at this time and should re-apply next semester</p> <p>Coordinator/Advocate signature _____</p>
-----------------------------	--



Parent/Guardian Permission Form

Your child has applied and has been selected to participate in the Panther P.A.W. Way Program offered by _____ (business) through New Lexington Schools. This form will give your student permission to participate in the Work Program, realizing that students may need to provide transportation to and from any of the work sites, and that your son/daughter must meet the program and application requirements to be accepted in to the program.

Permission to Participate

_____ (student's name) has permission to participate in New Lexington Panther P.A.W. Way Program.

_____ Yes _____ No (parent signature)

Permission to Travel

Based on the type of work experience your student is participating in, transportation may or may not be provided by NLHS as part of the New Lexington Panther P.A.W. Way Program. If the student will be driving to the worksite, as the parent/legal guardian of the above named student, I hereby give consent for my child to drive a private vehicle to and from the site. I acknowledge that he/she is licensed to drive under the law of the state of Ohio and agree to to advise my child's school immediately if his/her driving privileges are suspended, revoked, or have expired without a timely renewal. I agree to have automobile insurance for any auto driven by my student.

As the parent/legal guardian of the above named student, I hereby consent to allow him/her to ride with another student to the assigned site.

_____ Yes _____ No (parent signature)

Vehicle verification

Student's driver's license number _____

License plate _____

Insurance company _____

Car make/model _____ Year _____

Policy number _____

Photo release:

I grant permission for my son/daughter to be photographed or videotaped for promotional purposes while participating in this program.

_____ Yes _____ No (parent signature)

Medical Authorization and Insurance Information

Should it be necessary for my son/daughter to have emergency medical treatment while participating in this program, I hereby give the personnel of NLHS and/or Business permission to use their best judgement in obtaining medical services for my child. I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

_____ Yes _____ No (parent signature)

WORK-STUDY STUDENT EVALUATION FORM

Student _____ **Date** _____

Employer _____ **Supervisor** _____

Student Job Title _____

Please check the appropriate box for this time period:

Skills	Excellent	Above average	Average	Below average
Attendance				
Punctuality				
Works well with his/her peers				
Personal attire and appearance				
Begins work without being prompted				
Works independently				
Completes each task to end				
Follows written directions				
Follows oral directions				
Quality of work				
Accepts responsibility for his/her work				
Advocates for his/her needs				

PANTHER P.A.W. WAY

(Pathways To Access Work)

Career Clusters





Career Clusters

Agriculture and Environmental Systems: People in these occupations raise plants and animals as sources for food and shelter. They also focus on selling and making products from plants and animals. They may provide advice and services that farmers and ranchers need to improve products. They may work to conserve natural resources and protect the environment.

Arts and Communication: People in these occupations are performers and artists. They may work behind the scenes to make the performance or publication happen. They use creativity, talent and technical skills.

Business and Administrative Services: People in these occupations keep a business running. They direct the operations of a business. They may keep track of the expenses and income. Some make sure that a business has qualified employees who are trained to do their jobs. Others take care of daily tasks to meet customer needs and keep things organized.

Construction Technologies: People in these occupations are responsible for designing and constructing buildings and other structures such as highways and bridges. They may also take care of, repair and restore existing structures.

Education and Training: People in these occupations help others learn new knowledge and skills. They educate and instruct in many settings, most often in schools.

Engineering and Science Technologies: People in these occupations may do scientific research in laboratories or the field. They may help in the planning or design of products and systems. They may provide technical support to the scientists, mathematicians, and engineers.

Finance: People in these occupations watch over the finances of businesses and organizations. They may keep track of expenses and income. They may advise managers about hiring people and buying equipment.

Government and Public Administration: People in these occupations work in national, state, and local governments. Occupations from nearly every career cluster can be found within government; however, this cluster focuses on occupations that are unique to government responsibilities such as national defense and making laws.

Health Science: People in these occupations use medical knowledge and skills. They check the health of patients and correct problems with surgery, treatment or therapy. Some carry out treatments, therapies and tests approved by doctors. They may do record keeping and other support activities.

Hospitality and Tourism: People in these occupations work to satisfy the needs and wants of customers. They might take orders or prepare food in a restaurant. They might clean rooms in a hotel or supervise employees. They might guide students on a trip to another country.

Human Services: People in these occupations work with individuals and families to meet their personal needs. They might provide mental health care in hospitals, clinics, schools or private offices. They might care for people who are elderly or disabled. They might give manicures, pedicures, or scalp and facial treatments.

Information Technology: People in these occupations work with computer hardware, software, multimedia, and network systems. They might design new computer equipment or computer games. They might make sure that the software or networks are working correctly. They might make sure that people know how to use the technology.

Law and Public Safety: People in these occupations guard the public by enforcing the law. They might provide fire protection and security. They might give legal services to people who commit crimes or are victims of crimes.

Manufacturing: People in these occupations may design a new product or determine how the product will be made. They may make the product. They might install or repair the product once it has been purchased.

Marketing: People in these occupations help businesses sell products. They may identify customer needs. They help customers choose products or services. Some sales workers accept payments and package products.

Transportation Systems: People in these occupations move people and products by road, air, rail, or water. They may drive or pilot different means of transportation. They may repair and maintain the vehicles, trains, planes, and ships to keep people and products moving. They may work behind the scenes to make sure the products and people get to the right place on time.



New Lexington High School

**2547 Panther Drive NE
New Lexington, OH 43764
740-342-3528 (Phone)
740-342-4765 (Fax)**



Tony Thorngate
Principal

Charles A. Byers
Assistant Principal

Dear

New Lexington High School is looking for businesses to partner with in order to make our schools and businesses mutually supportive. We believe this will benefit our economic development as well as foster a greater awareness for career opportunities for our youth.

Forming these partnerships will allow the school to create pathways to better prepare our students with today's workforce needs by making them more marketable while providing businesses with highly qualified candidates to promote your company.

A few benefits for your business partnership are: better prepared workforce, larger pool of candidates to select from, an enriched image due to the public seeing you give assistance with our youth, preparing our students to have the skills you need your employees to have, and a feeling of satisfaction in helping our youth. NLHS will support your business by keeping you informed on what is happening at our high school, promoting our partnership to increase visibility of your business, and providing a quality workforce with 21st Century job skills.

Together we can improve the economic development in our community to attract new businesses which will lead to lower drop out rates, lower crime rates, and less unemployment.

There are many ways in which to fulfill your partnership agreement with NLHS. We would like to schedule an appointment and discuss with you all the possibilities. Please feel free to contact me, or I will be contacting you to move forward into the next phase of partnership.

Thank you very much for being interested in this partnership and we look forward to talking with you more.

Respectfully,

Charles A. Byers
Asst. Principal

Ryan Lewis
Student Advocate

Penny Murray
Transition to Work Coordinator

New Lexington High School is committed to instilling respect, perseverance, and responsibility to create life-long learners and productive citizens while providing opportunities for each student to experience success. We believe students will be prepared for a productive future through high expectations and ownership of the educational process.



New Lexington Schools



Becoming a New Lexington Partner

NAME: _____

ORGANIZATION/COMPANY NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

PHONE: _____ FAX: _____

EMAIL ADDRESS: _____

I would like to support New Lexington Schools. I can contribute to and support NEW Lexington Schools in the following ways:

- ☐ I am willing to be interviewed or have designated employees be interviewed by New Lexington students via phone or email about my business/career.
- ☐ I am willing to supply a classroom speaker to share career information.
- ☐ I am willing to have a student shadow at my place of business.
- ☐ I am willing to share my facilities and resources.
- ☐ I am willing to participate in individual student projects that would generate high school academic credit (this would require advanced, written approval of the student, parent/guardian, business/institution, and New Lexington Schools administration).

- ☐ I am willing to offer students internships at my facility(paid and/or unpaid).
- ☐ I am willing to share my expertise by offering training and support to teachers and students.
- ☐ Other ways I can be of assistance to New Lexington Schools: (Please specify):

- ☐ I may be able to do even more! However, I need more information to help determine how my organization or I can best support New Lexington Schools. Please contact me to help address the following questions or concerns:

Thank you very much!

We look forward to participating with you to support the youth of New Lexington.

New Lexington Schools

2547 Panther Drive

New Lexington, Ohio 43764

Phone: (740)342-3528

Fax: (740) 342-4765



NEW LEXINGTON SCHOOLS



2549 Panther Drive
New Lexington, Ohio 43764
Phone: 740-342-4133 Fax: 740-342-6051

Training Plan Agreement **Unpaid Work- Based Instruction**

Student Name _____ Grade _____ Age _____
School District _____ Worksite _____
Position _____ Supervisor _____
Start date _____

I. Student Responsibilities:

1. Maintain regular attendance at school and on the job. If student is absent from school, he/she will not be permitted to work. If student must miss work, he/she must notify the employer and Transition to Work Coordinator, and Perry County Transit, if being used..
2. Must maintain passing grades in all classes.
3. Execute skills required at work site that are specific to the assigned job.
4. Notify job supervisor and Transition to Work Coordinator of any problems or injuries immediately.
5. Follow all state, federal, work site, and school rules.
6. Display confidentiality, honesty, cooperation, and respect for others.

II. Training site/Supervisor Responsibilities:

1. Provide instruction/training for all responsibilities/tasks expected of student worker.
2. Complete written evaluations of work performance of student worker.
3. This work experience will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following shall be met: 1. Training, even though it includes actual operation of the facilities of the employer, is similar to that

Student**Parent/Guardian**

Student Signature

Parent/Guardian(print) Signature

Student home address, city, zip code

Parent/Guardian home address, city, zip code

Student home telephone number

Parent/Guardian home telephone number

Student email

Parent/Guardian email**Worksite Supervisor****Teacher/Coordinator**

Employer name Signature

Teacher/Coordinator(print) Signature

Name of business

Name of high school

Business address, city, zip code

Teacher/Coordinator address, city, zip code

Business telephone number

Teacher/Coordinator telephone number

Supervisor email

Teacher/Coordinator email



NEW LEXINGTON SCHOOLS



2549 Panther Drive
New Lexington, Ohio 43764
Phone: 740-342-4133 Fax: 740-342-6051

Work-Based Experience Training Plan

Internship _____ **Apprenticeship** _____ **Co-op** _____ **Other** _____

Student name _____ Student signature _____

Supervisor name _____ Supervisor signature _____

Teacher name _____ Teacher signature _____

Parent name _____ Parent signature _____

Work Based Learning Position _____

Name of Business/Employer _____

Name of Supervisor _____

Supervisor email address _____

Supervisor phone number _____

Date _____

Courses taken related to Work Based Learning position _____

NLHS Training Plan

Date _____

List the competencies (tasks) the student is to develop while in this program. These may consist of skills, attitudes, knowledge of technical content and understandings. Then check the appropriate box to communicate where the competency will be developed. Finally, at the end of the learning experience, check the correct box to indicate the progress of the competency.

Competencies to be developed	Site		Completed	Partially completed	Not completed	Not applicable
	Work	School				

Signature/Work Site Supervisor

Date

WORK-STUDY STUDENT EVALUATION FORM

Student _____ **Date** _____

Employer _____ **Supervisor** _____

Student Job Title _____

Please check the appropriate box for this time period:

Skills	Excellent	Above average	Average	Below average
Attendance				
Punctuality				
Works well with his/her peers				
Personal attire and appearance				
Begins work without being prompted				
Works independently				
Completes each task to end				
Follows written directions				
Follows oral directions				
Quality of work				
Accepts responsibility for his/her work				
Advocates for his/her needs				



*New Lexington High School
Job Shadow Interview*

1. What career did you shadow?
2. What are the main duties and responsibilities of the person you shadowed?
3. What abilities do you need to have that would help you be successful in this career?
4. What education and/or training do you need for this career?
5. What are the usual work hours?
6. Are you expected to work any overtime? YES NO
7. What are the starting wages/earnings for this position? And what are top wages/earnings in this field for someone with experience?
8. What benefits does the company offer employees where you did your job shadow?
9. Who performs employee evaluations?
10. How often are evaluations done?
11. Is there a handbook that covers company policies and regulations? YES NO

NLHS Job Shadowing Criteria

Schedules:

- Students can job shadow whenever the student and the person being shadowed can find time in both of their schedules that work.
- A student can miss school, but must obtain an advanced absence form.

Communication:

- The job shadow will be set up through Mr. Lewis at the High School.
- Any questions or concerns with students can be addressed through Mr. Lewis.

Responsibility of employer:

- Show students what the job entails on a daily basis. (paper work, cleaning, other job duties)
- The employee being shadowed will complete a short questionnaire on how NLHS can improve the job shadowing program.

Responsibility of student

- Upon completion of the experience, students will complete a reflection out about their job shadow.

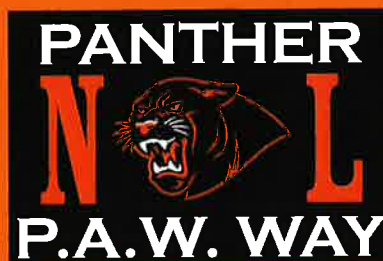
Conduct:

- The student will act and dress appropriately for the job.
- The student is to act in a professional way while job shadowing.

PANTHER P.A.W. WAY

(Pathways To Access Work)

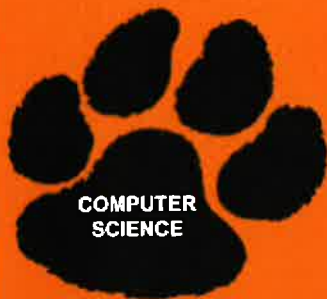
Pathways



PANTHER P.A.W. WAY

(Pathways To Access Work)

Pathways





College Credit Plus Pathway: Associate of Science Degree

COLLEGE CREDIT PLUS PROGRAM

Providing students with dual credit opportunities is a proven educational strategy. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. College Credit Plus has the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college-ready, career-ready, and postsecondary completion goals. This program also has the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.

Hocking College continues to be a leader in dual enrollment partnerships as we provide pathway opportunities and support to our many high school partners.

ASSOCIATE OF SCIENCE DEGREE PATHWAY

This pathway prepares students to enter a broad variety of bachelor's degree majors with a focus on either social or natural sciences. It also provides students with skills that employers want most, such as proficiency in decision-making and problem-solving, oral and written communication skills, quantitative reasoning ability, the ability to work independently or as part of a team, and the capacity to understand and use different modes of reasoning. The Associate of Science degree enables students to fulfill the undergraduate general education requirements of most four-year degree programs and is also recommended for students who have not yet decided the field they will enter or the four-year institution they will attend.

CONTACT INFORMATION:

Christine Woodgeard
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764
Woodgeardc@hocking.edu • (740) 342-3337 ext. 7542

COURSE ID	COURSE TITLE	CREDIT HOURS
-----------	--------------	--------------

FRESHMAN YEAR

GS-1000	Cornerstone	1
SOCI-1101	Introduction to Sociology	3

SOPHOMORE YEAR

COMM-1130	Speech	3
DT-1102	Basic Nutrition	3
BIOS-1101	Environmental Science	3
PSYC-1101	General Psychology	3
BUS-1110	Marketing	3
OR		
ACC-1101	Accounting I	

JUNIOR YEAR

MATH-1113	College Algebra	4
ENGL-1510	English Composition I	4
GOVT-1142	American Government & Politics	3
ART-1110	Art Appreciation	3
BIOS-1113	Anatomy & Physiology I	4
HUM-2203	Introduction to Ethics	3

SENIOR YEAR

MATH-2250	Introductory Statistics	4
A.S. Elective	*See elective options below	
ECON-1140	Principles of Microeconomics	3
HUM-2201	Western Civilization & Culture	3
ARCH-2280	Cultural Anthropology	3
ENGL-2123	English Composition II	3

A.S. ELECTIVE OPTIONS

BIOS-1114	Anatomy & Physiology II	4
MATH-1163	Business Calculus	5
MATH-1115	Trigonometry	4



College Credit Plus Pathway: Criminal Justice

COLLEGE CREDIT PLUS PROGRAM

Providing students with dual credit opportunities is a proven educational strategy. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. College Credit Plus has the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college-ready, career-ready, and post-secondary completion goals. This program also has the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.

Hocking College continues to be a leader in dual enrollment partnerships as we provide pathway opportunities and support to our many high school partners.

CAREER OPPORTUNITIES:

- Police Officer
- Probation Officer
- Bailiff
- Court Personnel
- Victims Advocate
- Security Officer
- Corrections Officer
- Correctional Staff

CONTACT INFORMATION:

Christine Woodgeard
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764

Woodgeardc@hocking.edu • (740) 342-3337 ext. 7542

CRIMINAL JUSTICE CREDIT PATHWAYS

This pathway is designed for students seeking to continue at Hocking College in the Criminal Justice program. Graduates can then enter the workforce and/or continue on to earn their bachelor's degree. Hocking College has partnership agreements with University of Cincinnati, Ohio University, and Franklin University so that students can transfer seamlessly.

COURSE ID	COURSE TITLE	CREDIT HOURS
-----------	--------------	--------------

SOPHOMORE YEAR

CJ-1101	Criminal Justice Systems	3
---------	--------------------------	---

JUNIOR YEAR

ENGL-1510	English Composition I	4
GS-1000	Cornerstone	1
SOCI-1101	General Sociology	3
CJ-1103	Ethics in Criminal Justice Systems*	3
CJ-1121	Constitutional, Criminal & Civil Law	2

SENIOR YEAR

MATH-1103	Applied Mathematics	3
OR		
MATH-2250	Introductory Statistics	4
PSYC-1101	General Psychology	3
CJ-1130	Criminology*	3
CJ-1150	Juvenile Delinquency	3
CJ-1180	Crime Scene Investigation	3

*Online course options



College Credit Plus Pathway: Health

COLLEGE CREDIT PLUS PROGRAM

Providing students with dual credit opportunities is a proven educational strategy. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. College Credit Plus has the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college-ready, career-ready, and postsecondary completion goals. This program also has the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.

Hocking College continues to be a leader in dual enrollment partnerships as we provide pathway opportunities and support to our many high school partners.

CAREER OPPORTUNITIES:

- Dental Hygienist
- Emergency Medical Services
- Fitness Management
- Health Information Management
- Laboratory Sciences
- Massage Therapy
- Medical Assistant
- Physical Therapist Assistant
- Registered Nurse

HEALTH CREDIT PATHWAYS

These pathways are designed for students seeking to continue at Hocking College for one of the College's designated majors. Pathways include both general education and technical coursework.

COURSE ID	COURSE TITLE	CREDIT HOURS
-----------	--------------	--------------

SOPHOMORE YEAR

GS 1000	Cornerstone	1
HTLH 1101	Medical Terminology	2

JUNIOR YEAR

ENG 1510	English Composition I	4
BIOS 1113	Anatomy & Physiology I	4
MATH 2250	Statistics	4
PSYC 1101	General Psychology	3

SENIOR YEAR

EM 1134	Basic Life Support (CPR) / BFA	1
BIOS 1114	Anatomy & Physiology II	4
COMM 1130	Speech	3
CHEM 1101	Fundamentals of Chemistry	4
STNA	<i>Offered at the Perry Campus</i>	

CONTACT INFORMATION:

Christine Woodgeard
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764
Woodgeardc@hocking.edu • (740) 342-3337 ext. 7542



College Credit Plus Pathway: Agroecology

COLLEGE CREDIT PLUS PROGRAM

Providing students with dual credit opportunities is a proven educational strategy. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. College Credit Plus has the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college-ready, career-ready, and postsecondary completion goals. This program also has the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.

Hocking College continues to be a leader in dual enrollment partnerships as we provide pathway opportunities and support to our many high school partners.

POTENTIAL CAREER OPPORTUNITIES:

- Community Supported Agriculture Manager
- Urban Agriculture Director
- Community Agriculture Director
- Agricultural Technician
- Agriculture Inspector
- Organic Farm Certification Specialist
- Small and Mid-Size Farm Management
- Food Systems Development

CONTACT INFORMATION:

Christine Woodgeard
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764
Woodgeardc@hocking.edu • (740) 342-3337 ext. 7542

AGROECOLOGY PATHWAY

This pathway is designed for students seeking to continue at Hocking College for the Agroecology major. Pathways include both general education and technical coursework earned through College Credit Plus and articulated credits.

COURSE ID	COURSE TITLE	CREDIT HOURS
Freshman		
AG-1100*	Introduction to Agroecology	.5
Sophomore		
AG-2160*	Animal Husbandry	3
Junior		
BIOS-1101	Environmental Science	3
AG-1350*	Agroecology Entrepreneurship	3
WELD-1120	Introduction to Welding	2
PSYC-1101	General Psychology	3
Senior		
FOR-1109*	Dendrology	2
FOR-1109L*	Dendrology Lab	1
ENGL-1510	English Composition I	4
BIOS-1121	General Biology I	4

**Articulated Credit is credit determined by an agreement between New Lexington High School and Hocking College; this credit can be applied towards Hocking College courses only and is not transferable to another college or university.*



College Credit Plus Pathway: Natural Resources

COLLEGE CREDIT PLUS PROGRAM

Providing students with dual credit opportunities is a proven educational strategy. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. College Credit Plus has the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college-ready, career-ready, and postsecondary completion goals. This program also has the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.

Hocking College continues to be a leader in dual enrollment partnerships as we provide pathway opportunities and support to our many high school partners.

CAREER OPPORTUNITIES:

- Wildlife Resources Management
- Natural Resources Law Enforcement
- Fish Management & Aquaculture Sciences
- Forest Management
- Natural and Historical Interpretation
- Ecotourism & Adventure Travel

NATURAL RESOURCES PATHWAYS

This pathway is designed for students seeking to continue at Hocking College in the Natural Resources program. Pathways include both general education and technical coursework earned through College Credit Plus and articulated credits.

COURSE ID	COURSE TITLE	CREDIT HOURS
Junior		
BIOS-1101	Environmental Science	3
WELD-1120	Introduction to Welding	2
PSYC-1101	General Psychology	3
Senior		
FOR-1109*	Dendrology	2
FOR-1109L*	Dendrology Lab	1
ENGL-1510	English Composition I	4
BIOS-1121	General Biology I	4

CONTACT INFORMATION:

Christine Woodgeard
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764
Woodgeardc@hocking.edu • (740) 342-3337 ext. 7542

**Articulated Credit is credit determined by an agreement between New Lexington High School and Hocking College; this credit can be applied towards Hocking College courses only and is not transferable to another college or university.*

NEW LEXINGTON COLLEGE CREDIT PLUS: INFORMATION TECHNOLOGY



ZANE STATE COLLEGE
ZSC

COLLEGE CREDIT PLUS:

Congratulations! Your high school partners with Zane State College for Ohio's College Credit Plus program! This means that if you qualify, you can earn college and high school credits at the same time by taking college courses from Zane State College at your high school. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. College credit plus courses from Zane State College are free for qualifying students. That means no cost to the family of public and private school students for tuition, books or fees.

Need help deciding what classes to take? Pick a pathway!

Potential Career Opportunities:

- Computer programmer
- Web designer
- Mobile applications developer
- Game designer
- Cyber security
- Network technician
- Network administrator
- Network installer
- Network analyst
- Server administrator
- Computer Technician

INFORMATION TECHNOLOGY

This pathway is designed for students seeking to continue at Zane State College in the Information Technology pathway. Pathways include both general education and technical coursework earned through College Credit Plus.

COURSE ID	COURSE TITLE	CREDIT HOURS
Junior FYEX 1010 BMCA 1010	First Year Experience Intro to Microcomputer Concepts and Applications	1 3
Senior ITCS 1030 ENG 1510	Intro to Programming Logic English Composition I (Hocking College)	3 3

CONTACT INFORMATION:

Michaele Druckenbrodt
College Credit Plus Field Advisor
740.588.1218



College Credit Plus Pathway: Business Degree

COLLEGE CREDIT PLUS PROGRAM

Providing students with dual credit opportunities is a proven educational strategy. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. College Credit Plus has the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college-ready, career-ready, and postsecondary completion goals. This program also has the added benefit of creating a reliable and seamless bridge for students to transition from high school into post-secondary endeavors.

Hocking College continues to be a leader in dual enrollment partnerships as we provide pathway opportunities and support to our many high school partners.

CAREER OPPORTUNITIES:

- Accounting Assistant
- Accounting Receivable Clerk
- Auditor
- Billing Clerk
- Bookkeeper
- Business Manager
- Management Trainee
- Payroll Clerk

BUSINESS PATHWAY

This pathway is designed for students seeking to continue at Hocking College for the Business Management and Entrepreneurship, or the Accounting and Financial Services majors. Pathways include both general education and technical coursework earned through College Credit Plus and articulated credits.

COURSE ID	COURSE TITLE	CREDIT HOURS
FRESHMAN YEAR		
MICS-1121	Microsoft Office	3
SOPHOMORE YEAR		
BUS-1100	Small Business Management	3
JUNIOR YEAR		
MATH-1113	College Algebra	4
ENGL-1510	English Composition I	4
BUS-1110	Marketing	3
SENIOR YEAR		
COMM-1130	Speech	3
MATH-2250	Statistics	4
ECON-1140	Microeconomics	3
ACC-1101	Accounting	3

CONTACT INFORMATION:

Christine Woodgeard
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764
Woodgeardc@hocking.edu • (740) 753-6083

Indian Valley High School



Tuscarawas County Schools

This Certifies That

Jonathan Thomas Sample

*has satisfactorily completed the Course of Study prescribed by the State of Ohio
and approved by the Indian Valley Local Board of Education for this
Institution, and is therefore awarded this*

Diploma

In Witness Whereof, our signatures are affixed at Gnadenhuetten, Ohio,

June 6, 2099

Local Superintendent

President, Board of Education

Principal

Treasurer, Board of Education

County Superintendent

Honorary



Student Transcript

3/6/2018

Generic High School
123 Main St
Hometown, OH 45106
Generic Local SD
(513)734-2271

Doe, Jane
1234 Main St.
Eastgate, OH
STUDENT NUMBER: 00000

45123

GENDER: F
SSID: ZZ0000000
BIRTHDATE: 1/1/1999
ADMISSION DATE: 8/18/2016
WITHDRAWAL DATE: 5/25/2017
GRADUATION DATE: 5/25/2017

2013-2014

Gr.	School Name	Course Name	In GPA	F	Cred Attm
09	Generic American HS	Algebra I	True	B+	1.000
09	Generic American HS	English I	True	B+	1.000
09	Generic American HS	Health Issues	True	B+	0.500
09	Generic American HS	Intro to Chem & Physics	True	B+	1.000
09	Generic American HS	Life Skills Fam/Cons Science	True	B+	1.000
09	Generic American HS	Physical Education 1	True	B+	0.500
09	Generic American HS	Visual Arts I	True	B+	1.000
Total Credits:					6.000

ATTENDANCE

SCHOOL YEAR	SCHOOL	DAYS PRESENT	DAYS ABSENT	TIMES TARDY
2016	E201	168.00	5.00	0.00
		168.00	5.00	0.00

TOTAL CREDITS

SCHOOL YEAR	SCHOOL NAME	CRED ATTN PRO	CRED EARN PRO
2013	Generic American HS	6.000	6.000
2014	Generic American HS	6.000	3.000
2015	Generic American HS	6.000	6.000
2016	Generic High School	6.500	6.500
2016	APEX Virtual School BTHS	2.000	2.000
Credits Total:		26.500	23.500

2014-2015

Gr.	School Name	Course Name	In GPA	F	Cred Attm
10	Generic American HS	Biology I	True	B+	1.000
10	Generic American HS	English II	True	B+	1.000
10	Generic American HS	Geometry	True	B+	1.000
10	Generic American HS	Spanish I	True	B+	1.000
10	Generic American HS	Visual Arts II	True	B+	1.000
10	Generic American HS	World Civilization	True	B+	1.000
Total Credits:					6.000

2015-2016

Gr.	School Name	Course Name	In GPA	F	Cred Attm
11	Generic American HS	Art Independent Study	True	B+	1.000
11	Generic American HS	Biology	True	B+	1.000
11	Generic American HS	English III	True	B+	1.000
11	Generic American HS	Geometry	True	B+	1.000
11	Generic American HS	Spanish I	True	B+	1.000
11	Generic American HS	U.S. History	True	B+	1.000
Total Credits:					6.000

2016-2017

Gr.	School Name	Course Name	In GPA	SA1	SA2	F	Cred Attm
12	Generic High School	Amer Gov't	True		79	79	0.500
12	APEX Virtual School BTHS	APEX Earth Science	True			C	1.000
12	Generic High School	CP Algebra II-A	True	63		63	0.500
12	Generic High School	CP Algebra II-B	True		69	69	0.500
12	Bethel Tate High School	CP English 12-A	True	92		92	0.500
12	Bethel Tate High School	CP English 12-B	True		95	95	0.500
12	Bethel Tate High School	CP Phy Sci A	True	77		77	0.500
12	Bethel Tate High School	CP Phy Sci B	True		68	68	0.500
12	Bethel Tate High School	Forensic Science	True		74	74	0.500
12	APEX Virtual School BTHS	Math Found II A	True			A	0.500
12	APEX Virtual School BTHS	Math Found II B	True			B	0.500
12	Bethel Tate High School	Mystery & Crime in Literature	True	94		94	0.500
12	Bethel Tate High School	Personal Finance	True	81		81	0.500
12	Generic High School	Spanish II-A	True	84		84	0.500
12	Generic High School	Spanish II-B	True		75	75	0.500
12	Bethel Tate High School	Survey of Language & Culture	True	95		95	0.500
Total Credits:							8.500

Counselor \ Principal

Date

Void Without Official Signature

