




# ***ANDREW HILL HIGH SCHOOL***

## ***MEDICAL MAGNET PROGRAM HANDBOOK***



Empowering creative, open-minded, decisive, competent, compassionate, and curious lifelong learners to be the future leaders in the healthcare workforce.



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***\*Note: Pages 15 and 16 must be filled out and turned in***





# ***MEDICAL MAGNET COURSE SEQUENCE***

Note:

XM=indicates a Medical Magnet linked course with one of our team of teachers.

\*=indicates a dual-enrollment class through Mission College or Evergreen College

9th

***English 1  
XM***

***Biology  
XM***

***CTE: Intro to  
Health  
Science Prep***

10th

***English 2  
XM***

***Physics  
XM***

***World  
History XM***

***CTE:  
Foundations  
of Health  
Science***

11th

***US History  
XM***

***Physiology  
XM***

***\*CTE:  
Medical  
Terminology***

12th

***Gov/Econ  
XM***

***Chemistry  
XM***

***\*CTE:  
Personal and  
Community  
Health***





# COMMUNICATION



Google Classroom. Join Google Classroom to have up to date information regarding program opportunities, announcements or other program activities. Sign up with the following class codes

**9th grade:** qw4gj46Q

**10th grade:** cyufm25

**11th grade:** 7eehjoh

**12th grade:** modxdao



Call the program coordinator, Joanne Winterstein, at the Office: 408-347-4231



Email the program coordinator, Joanne Winterstein, at [wintersteinj@esuhsd.org](mailto:wintersteinj@esuhsd.org)



Visit her in her classroom, S200 (2nd floor of the science building).



Stay up to date with HOSA on their Instagram page at [@ahhshosa](https://www.instagram.com/ahhshosa)



Communicate and send messages through Parent Square.

More information to follow.



# **PROGRAM OUTCOMES**

## **MEDICAL MAGNET PROGRAM**

Empowering creative, open-minded, decisive, competent, and curious lifelong learners to be the future leaders in the healthcare workforce.



## **ANDREW HILL HIGH SCHOOL VISION**

All AHHS students will graduate as morally and ethically responsible lifelong learners with the ability to earn a postsecondary degree, succeed in the 21st century workforce, and effectively support a diverse global society.



## **THE IB LEARNER PROFILE**

Inquirers

Communicators

Caring

Thinkers

Open-minded

Balanced

Risk Takers

Principled

Knowledgeable

Reflective



**OUR STUDENTS ARE...**





## **PROGRAM OUTCOMES**

	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>
<b>MEDICAL KNOWLEDGE</b>	Identify basic structures and functions of human body systems.	Identify body planes, directional terms, cavities, and quadrants.	Analyze basic structures/ functions/ mechanics of body systems using proper medical terms.	Discuss research related to emerging diseases and disorders and health disparities. Including a focus on overall health - mental, social and physical
	Demonstrate introductory level usage of medical terminology.	Demonstrate intermediate level usage of medical terminology.	Demonstrate advanced level of usage of medical terminology and proficient use of Anatomage table	Demonstrate and frequently utilize mastery of medical terminology through work with Telesquad in Central American countries
	Explain principles of infection control. Apply personal safety procedures based on CDC regulations.	Differentiate methods of controlling the spread and growth of microorganisms.	Explain and apply knowledge of treatments of diseases/ injuries. Demonstrate Triage and first aid procedures.	Describe strategies of prevention of disease and investigate complementary and alternative health practices, while examining Health Care systems
	Have distinctive knowledge of careers in the medical field	Apply personal safety procedures based on OSHA.	Obtain training and certification in CPR,AED, foreign body airway obstruction (FBAO) and first aid.	Observe all safety standards related to the Occupational Exposure to Hazardous Chemicals (Safety Data Sheets).





# PROGRAM OUTCOMES

	9TH	10TH	11TH	12TH
CTE	Career Research Presentations and focus on Mental Health	Hands-on learning in 17 healthcare career stations in the Paxton Lab. Innovation health care design (Biomed 101), in collaboration with Stanford University	Epidemiology and Community Awareness Presentation  Completion of first dual-enrollment class	Examination of comparative healthcare- impact of diet, nutrition, and drug dependency. Complete second dual-enrollment course.
SCIENCE	Identify/apply steps of Scientific Method. Ability to complete biology labs.  Obtain a grade of C or higher.	Ability to use and maintain lab book. Application of physical concepts to human anatomy.  Obtain a grade of C or higher.	Effectively analyze/evaluate anatomical and physiological terms and concepts in case studies, labs, and research, and their connection to their local and global community.	Analyze, evaluate and identify scientific reasoning skills in lab investigations focused on chemical reactions and real-world application.
ENGLISH/HISTORY	English 1: Provide examples of informative and creative writing, communicate effectively in small groups, and utilize proper elements of written and electronic communication.  Obtain a grade of C or higher.	English 2: Prepare examples of technical writings, analyze medical writing, demonstrate leadership and collaboration in small groups, and present information to a variety of audiences.  World History: Explain impact of human behavior/ environmental factors on human health throughout history	US History:  Analyzing public health in relation to rules and regulations in the United States  Obtain a grade of C or higher.	Government/ Economics:  Governmental regulation of water, food, medications and looking at Medical laws  Obtain a grade of C or higher.





# ***Medical Magnet Expectations***

- \* Be prepared for class
- \* Have a strong work ethic and put in 100% effort
- \* Be coachable and have a positive attitude
- \* Turn in work on time
- \* Always be present and on time
- \* Always use professional and academic language in the classroom and during program/school events.
- \* No cell phones (or other electronics) allowed in class unless explicitly directed by teacher (must be of and in backpack or location teacher designates).





# **Medical Magnet Program Policies**

## **Joining the Program:**

### **1. For *incoming freshmen*:**

- Must agree to all policies listed below: academics, community service requirement, grades, and behavioral expectations
- Signed contract

### **2. For *new students to Andrew Hill*:**

- Same expectations for incoming freshmen, and as well as -
- Must sign up within first semester at Andrew Hill and be in either 9th, 10th grade
  - Exceptions can be made if you want to join the program your 11th or 12th grade year. Must meet with program coordinator first

## **Dropping the Program:**

If a student wishes to drop the Medical Magnet Program, he/she must complete the following:

- ✓ Meet with Program Coordinator, parent, and one of the following: program counselor, counselor, or APED. In this meeting, an exit interview will take place.
- ✓ **Students may only drop the program during the schedule verification time when you meet with your counselor in January, as this information determines the master scheduling and teacher assignments.**
- ✓ If student wishes to drop to join another program, he/she will need to bring written proof from the other program's coordinator as evidence of their acceptance.



## **Academics:**

- ❖ All students are required to follow all of the linked classes throughout the four years (Science, English, History, CTE).
- ❖ In order to be a member of Andrew Hill HOSA, you must be in the corresponding CTE class that academic year.

The CTE portfolio is a required element of the pathway in which you develop every year to show a final record of your high school accomplishments and growth.

## **Community Service Requirement:**

There is a 40-hour community service/work- based learning requirement for this program. This community service requirement is in conjunction with the IB Career Pathway Community Engagement.

- ❖ It is expected that you complete 10 hours your 9/10th Grades years and 30 hours your junior/senior year.
- ❖ All service/experience hours must be related the medical field.

## **IB Career Pathway requirements**

There are four major areas to complete in order to receive the IB CP certificate and honor.

- ❖ Community Engagement hours, the Personal Professional portfolio, the Language and Culture journal, and the Reflective Project paper.

## **Graduation from the Pathway:**

1. Complete the 40 community service/work based learning hours
  2. Fulfillment and passing of all course work.
- Upon completion, you will have the opportunity to apply for the Sue Alves Scholarship, receive recognition at the Awards night in May, and receive a Medical Magnet graduation stoll.





## ❖ Grades:

Students are required to maintain a C- or higher in all classes, whether or not they are in the course sequence.

- ✓ If a student is receiving a D or an F in their classes when grade checks are done (in between the first and third grading period of the semester), they will be required to participate in academic grade conferences with the Program Coordinator and may include any of the following: program teachers, program counselor, counselor, APED, or parent(s). A plan will be created and student will be responsible for following up on completing plan steps.
- ✓ If at the semester the grade isn't improved, a conference will take place with the student, parent, Program Coordinator, and any of the following: program teachers, program counselor, counselor, or APED. An academic plan and home plan to improve grades will be created and all parties will agree on steps, checkpoints, and follow up on this plan.
- ✓ **For field trips, including HOSA SLC, grade checks will be mandatory before attendance and participation. Having a D or F in any class might limit your participation in these events.**

## ❖ Behavior :

It is expected that the students will follow the School wide expectations of the Falcons Way - the 3 A's of academics, attitude, and actions, while they are in the classroom, on school grounds, on field trips, or participating in other work based learning opportunities.

- ✓ If there is a report of negative behaviors or incidents, such as but not limited to the following, bullying or harassment, inappropriate language, misuse of technology, substance abuse or violence, a meeting with the student, parent/guardian, program coordinator, counselor, student advisor or administration is required.
- ✓ Depending on the severity of the incident, possible dismissal from the program or other school enforced discipline could be enforced.





# MEDICAL MAGNET PROGRAM ANDREW HILL HIGH SCHOOL



## WORK-BASED LEARNING AND COMMUNITY SERVICE HOURS AGREEMENT

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Graduating Year: 20\_\_\_\_\_

This agreement is between the above-named student, his/her parent(s)/guardian(s), and Andrew Hill High School. This student will perform 40 community service hours or work-based learning hours in the healthcare field as a requirement of the Medical Magnet program at Andrew Hill High School. 30 of the 40 hours must be completed during their junior and senior years.

Examples of ways to earn hours include, but are not limited to: job shadowing, internships, career summer institutes, mentoring by healthcare professionals, medical programs, such as the Stanford STEP programs, FAST (with a Medical or Biological focus), or other research, advocacy, HOSA, and other health-related club activities.

If the above-named student has any limitations to perform their hours, please list them below:

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Please note: The requirements for these hours are that they must be unpaid (with the exception of the Career Summer Institute in Mental Health), outside of the school day, and related to the healthcare field.

When hours are completed, please return the completed form to Ms. Winterstein in S200. This form is due by the FRIDAY before spring break of your senior year. See the service hours log sheet for final signatures and where to keep track of hours.





# WORK-BASED LEARNING AND COMMUNITY SERVICE HOURS LOG

Date (s)	Location	Duties Performed (be specific in what you did)	# of Hours	Signature of Supervisor
8/9/25	San Jose Jazz Summerfest	Worked at the NMMDP table, greeted and checked people in and instructed people how to swab. Took the NMMDP sign and walked around the festival to recruit people to sign up for NMMDP	4	

[illegible]

[illegible]



# ***MEDICAL MAGNET PROGRAM AGREEMENT***

## **Student:**

I agree to and will abide by these policies and expectations of the Medical Magnet Program at Andrew Hill High School.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Email Address

\_\_\_\_\_  
Student Phone #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **Parent:**

I have read and understand all policies and expectations of the Medical Magnet Program at Andrew Hill High School.

Parent Email: \_\_\_\_\_

Parent Cell Phone: \_\_\_\_\_

\_\_\_\_\_  
Parent Name (print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\*Please return this form and the photo release form (next page) to Mr. McLane (405), Ms. Ramirez (305), Ms. Shih (S201), or Ms. Winterstein (S200) by FRIDAY, August 22nd. Thank you!





East Side Union High School District  
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1. Name of Pupil (please print): \_\_\_\_\_

2. Birthdate (please print): \_\_\_\_\_

3. Name of Parent (please print): \_\_\_\_\_

- a. I, as a parent or guardian, of the above named pupil fully authorize and grant the East Side Union High School District and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- b. I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- c. I understand and agree that the East Side Union High School District and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- d. I understand and agree that the East Side Union High School District and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- e. I hereby release and hold harmless the East Side Union High School District and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

My signature shows that I have read and understand the release and I agree to accept its provisions.

4. Signature of Parent/Guardian: \_\_\_\_\_

5. Date Signed: \_\_\_\_\_

6. Address (Number, Street, Apartment Number): \_\_\_\_\_

7. City: \_\_\_\_\_ 8. State: \_\_\_\_\_ 9. Zip Code: \_\_\_\_\_ 10. Telephone  
\_\_\_\_\_

Granting of permission is voluntary.