



**East San Gabriel Valley
Regional Occupational Program
And
Technical Center**

- STAFF MANUAL -

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

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Confidentiality

The protection of confidential, sensitive, and proprietary information is of critical importance to the organization, its member districts, its employees, clients, and students. It is therefore essential that all employees take steps to safeguard such information. Employees must not use any confidential, sensitive, or proprietary information of the organization, in any manner that is unauthorized or detrimental to the best interests of the East San Gabriel Valley Regional Occupational Program and Technical Center, or its member districts.

ESGVROP/TC staff members who obtain and process information during the course of work at ESGVROP/TC considered sensitive and/or confidential must secure and maintain confidentiality; limit access to viewing and use of such information, strictly to persons having a 'legitimate educational interest' as well as ensure such information is used solely for that purpose. Failure to do so may result in disciplinary action, up to and including termination, and may be reported to law enforcement officials.

Equal Employment Opportunity

The East San Gabriel Valley Regional Occupational and Technical Center is an equal opportunity, affirmative action employer and is committed to ensuring a work environment free from discrimination. ESGVROP/TC employees and applicants for employment are protected by law from discrimination on the bases of race, religion, color, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit based factors in any of its policies, procedures, or practices.

ESGVROP/TC employees and applicants are also protected against retaliation. Acts of retaliation against an employee who engages in a protected activity, whistle blowing, or the exercise of any appeal or grievance right provided by law will not be tolerated. ESGVROP/TC staff is responsible for preventing, documenting, and promptly correcting and reporting harassing conduct in the workplace. Any employee or applicant who believes he or she has been subject to discrimination or retaliation should contact the Human Resources Department at (626) 472-5131.

Disclaimer

This manual is provided solely as a reference. Nothing in this manual is to be construed as a contract. There may be circumstances when particular Federal, State, or local laws change or conflict with this handbook. The provisions of such laws as applicable shall apply when interpreting this manual. East San Gabriel Valley ROP/TC reserves the right to modify and adapt its policies and benefits at any time. Any concerns regarding materials contained in this manual should be addressed by notifying the Human Resources Office in writing.

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

Serving:

Azusa Unified School District
Baldwin Park Unified School District
Charter Oak Unified School District
Covina-Valley Unified School District
Glendora Unified School District
Walnut Valley Unified School District
West Covina Unified School District

Mission Statement

The East San Gabriel Valley Regional Occupational Program and Technical Center provides all students with the highest quality academic and technical skills necessary to be well-educated citizens, and responsible, productive employers and employees, and to be successful in obtaining high wage, high demand, and continuous employment.

Staff Philosophy of Instruction

We are dedicated to educational excellence for all students by providing life-long learning skills to meet the challenges of a global workforce.

Accreditation

The East San Gabriel Valley Regional Occupational Program and Technical Center is a vocational education school district funded by tax payer money through the State of California. **As such, the organization is tax exempt under IRS Code 501(c)(3).** ROC/Ps receive their funding in exactly the same manner as any other K-12 school district in the State. ROPs were established by an Act of the California State Legislature in 1976. The establishment of ROPs is set forth in the California State Education Code §52300 through §52375.

The East San Gabriel Valley Regional Occupational Program and Technical Center is accredited by the Accrediting Commission for Schools of the Western Association of Schools and Colleges. In addition, the East San Gabriel Valley Regional Occupational Program and Technical Center Post-Secondary programs are accredited by the Commission of the Council on Occupational Education. It is classified with the United States Department of Education and the California State Department of Education as a post-secondary institution of higher education; it is accredited to offer a technical degree – Associate of Applied Science.

The East San Gabriel Valley ROP/TC participates in a “Joint Powers Agreement” with seven local school districts, including: Azusa USD, Baldwin Park USD, Charter Oak USD, Covina-Valley USD, Glendora USD, Walnut Valley USD, and West Covina USD.

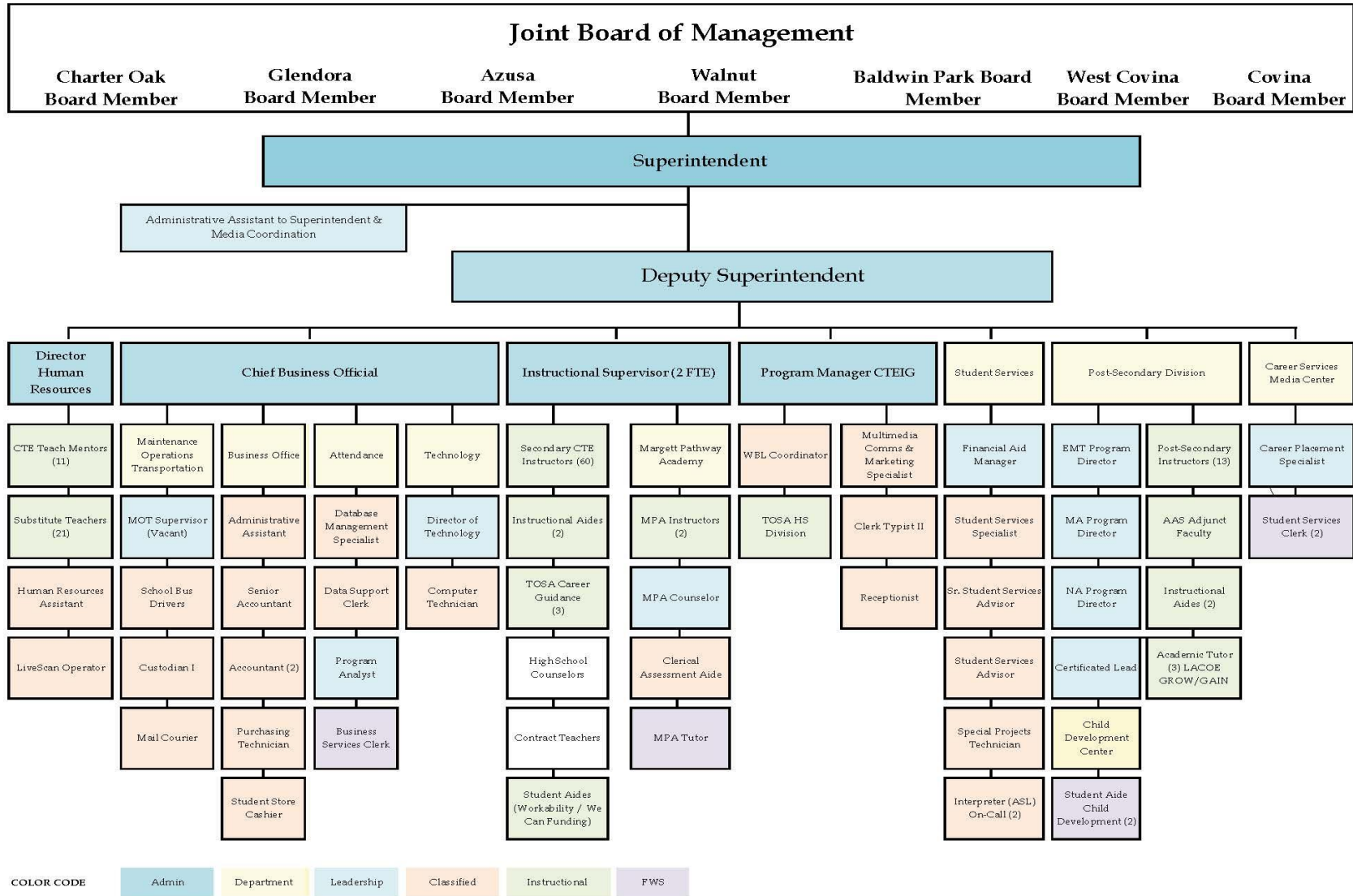
EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

Members of the Joint Board of Management

Cory Ellenson, President	Glendora USD
Helen Hall, Vice-President/Clerk	Walnut Valley USD
Brian Akers, Member	Charter Oak USD
Xilonin Cruz-Gonzalez, Member	Azusa USD
Sonia Frasquillo, Member	Covina-Valley USD
Maria Lucero, Member	Baldwin Park USD
Eileen Miranda-Jimenez, Member	West Covina USD

The Joint Board of Management usually meets on the last Thursday of each month at 6:30 p.m. The Board is responsible for approving all policies, procedures and personnel of the East San Gabriel Valley Regional Occupational Program and Technical Center. The Board meetings are open to the Public and to the entire staff. Board meeting dates and board item submission deadlines are available on the website at www.esgvrop.org.

East San Gabriel Valley Regional Occupational Program and Technical Center



Revised 9/14/2018

2018/2019 School Year

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

Participating Districts

Azusa U.S.D.

546 South Citrus Avenue
Azusa, CA 91702
(626) 967-6211

Baldwin Park U.S.D.

3699 North Holly Avenue
Baldwin Park, CA 91706
(626) 962-3311

Charter Oak U.S.D.

20240 East Cienega Avenue
Covina, CA 91724
(626) 966-8331/202

Covina-Valley U.S.D.

519 East Badillo Street
Covina, Ca 91723
(626) 974-7000

Glendora U.S.D.

500 North Loraine
Glendora, Ca 91741
(626) 963-1611

Walnut Valley U.S.D.

880 South Lemon Avenue
Walnut, CA 91789
(909) 595-1261

West Covina U.S.D.

1717 West Merced Avenue
Covina, CA 91790
(626) 939-4600

High Schools of Participating Districts

AZUSA USD

Azusa High School
240 North Cerritos Avenue
Azusa, CA 91702 (626) 815-3400

Gladstone High School
1340 North Enid
Covina, CA 91722 (626) 815-3600

Sierra High School
1134 South Barranca
Glendora, CA 91740 (626) 852-8300

BALDWIN PARK USD

Baldwin Park High School
3900 North Puente Avenue
Baldwin Park, CA 91706 (626) 960-5431

North Park Continuation High
4600 Bogart Avenue
Baldwin Park, CA 91706 (626) 337-4407

Sierra Vista High School
3600 Frazier Avenue
Baldwin Park, CA 91706 (626) 960-7741

CHARTER OAK USD

Arrow High
1505 South Sunflower Avenue
Glendora, CA 91740 (626) 914-3961

Charter Oak High School
1430 East Covina Blvd.
Covina, CA 91724 (626) 915-3398

COVINA-VALLEY USD

Covina High School
463 South Hollenbeck Avenue
Covina, CA 91723 (626) 974-6020

Fairvalley High School
758 West Grondahl Street
Covina, CA 91722 (626) 974-4800

COVINA-VALLEY USD (continued)

Northview High School
1016 W. Cypress Avenue
Covina, CA 91722 (626) 974-6120

South Hills High School
645 South Barranca
West Covina, CA 91791 (626) 974-6220

GLENDORA USD

Glendora High School
1600 East Foothill Blvd
Glendora, CA 91741 (626) 963-5731

Whitcomb Continuation High
350 West Mauna Loa Avenue
Glendora, CA 91740 (626) 852-4550

WALNUT VALLEY USD

Diamond Bar High School
21400 East Pathfinder Road
Diamond Bar, CA 91765 (909) 595-8301

Ron Hockwalt Academies
476 South Lemon Avenue
Walnut, CA 91789 (909) 594-0776

Walnut High School
400 North Pierre Road
Walnut, CA 91789 (909) 594-1333

WEST COVINA USD

Coronado Alternative High
1500 East Francisco Avenue
West Covina, CA 91791 (626) 931-1810

Edgewood High School
1625 West Durness Street
West Covina, CA 91790

West Covina High School
1609 East Cameron Avenue
West Covina, CA 91791 (626) 859-2900

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER
1501 Del Norte St., West Covina, CA 91790 (626) 472-5100* FAX (626)472-5125

COUNSELORS' LIST 2018/2019

Azusa USD 546 S. Citrus Ave. -P.O. Box 500, Azusa, CA 91702 626-967-6211 FAX 626-858-6123		
Azusa High 626-815-3400 <i>School Code: 1200</i> Karina Hernandez —College & Career Tech 626-815-3465 FAX 626-815-3466	Gladstone High 626-815-3600 <i>School Code: 1100</i> Joyce De Leon - Counselor 626-815-3613 Lori Madden , Career Clerk 626-815-3665 FAX 626-815-3654	Sierra High 626-852-8300 <i>School Code: 1300</i> Sandra Weyant - Counselor 626-852-8383 FAX 626-914-3797
Baldwin Park USD 3699 N. Holly Ave., Baldwin Park, CA 91706 626-962-3311 FAX 626-856-4901		
Baldwin Park High 626-960-5431 <i>School Code: 2100</i> Denise De Robles - Counselor 626-960-5431 ext. 3592 Lupe Falls , Career Clerk 626-960-5431 ext. 3591 FAX 626-856-4059	Sierra Vista High 626-960-7741 <i>School Code: 2200</i> Sandra Ramirez Anaya - Counselor 626-960-7741 ext. 2064 Michelle Svider , Career Clerk 626-856-4014 FAX 626-856-4046	North Park High 626-337-4407 <i>School Code: 2300</i> Melena Vitela - Counselor 626-856-4494 or 626-962-3311 ext. 5923 Claudia Sanchez -Counselor ext. 5922 FAX 626-856-4402
Charter Oak USD 20240 E. Cienega Ave., Covina, CA 91724 626-966-8331 FAX 626-967-9580		
Charter Oak High 626-915-5841 <i>School Code: 3100</i> Crystal Volte - Counselor 626-915-5841 ext. 30216 Michelle Gomez , Career Clerk 626-915-5841 ext. 30215 FAX 626-915-3398	Arrow High 626-914-3961 (press #2) <i>School Code: 3200</i> Amanda Audet – Counselor 626-914-3961 ext. 60210 Denise Alaniz -Office Manager 626-914-3961 est.60202 FAX 626-335-3941	
Covina-Valley USD 519 E. Badillo St., Covina, CA 91723 626-974-7000 FAX 626-974-7032		
Covina High 626-974-6020 <i>School Code: 4100</i> Winlor Chang - Counselor 626-974-6016 Secretary – 626-964-6017 FAX 626-974-6045	Northview High 626-974-6120 <i>School Code: 4200</i> Shana Jackson - Counselor 626-974-6116/626-974-6104 Cheryl Worley 626-974-6113 FAX 626-974-6145	South Hills High 626-974-6220 <i>School Code: 4300</i> Shawna Hansen - Counselor 626-974-6259 FAX 626-974-6245
Fairvalley High 626-974-4800 <i>School Code: 4400</i> Mr. Dana Craig -Principal Damien Randles - Counselor 626-974-4827 FAX 626-974-6415		
Glendora USD 500 N. Loraine, Glendora, CA 91741 626-963-1611 FAX 626-335-2196		
Glendora High 626-963-5731 <i>School Code: 5100 Paul Lopez-Principal</i> Debbie Skinner -Counselor FAX 626-963-2880	Whitcomb High 626-852-4550 <i>School Code: 5200</i> Haley Ayers – Counselor 626-852-4550 ext.231 FAX 626-852-4519	
Walnut Valley USD 880 S. Lemon Ave., Walnut, CA 91789 909-595-1261 FAX 909-444-3435		
Diamond Bar High 909-594-1405 <i>School Code: 7100</i> Rachelle Romero 909-594-1405 ext.33456 FAX 909-595-8301	Walnut High 909-594-1333 <i>School Code: 7200</i> Candice Marsano 909-598-2312 FAX 909-444-3610	RON HOCKALT ACADEMIES 880 S LEMON AVE, WALNUT 91789 Andrea Garcia -Counselor (909) 444-3611 Ms. Rios-Office asst. (909) 594-0776 FAX (909) 594-1272
West Covina USD 1717 W. Merced Ave., West Covina, CA 91790 626-939-4600 FAX 626-939-4703		
West Covina High 626-859-2900 <i>School Code: 6100</i> Margaret Carson , Career Center 626-859-2900 ext. 3937 FAX 626-859-3950 Diane Rodrigues, Career Clerk 626 859-2900 ext2924	Coronado High 626-931-1810 <i>School Code: 6200</i> Monica Cruz – Counselor 626-931-1810 ext. 3814 TBA, Career Clerk 626-931-1810 ext. 3818 FAX 626-917-2894	Edgewood High 626-939-0600 School Code: 6300 Carla Contreras-Assistant Principal 626-939-0600 ext 6002 Sara Arce –Counselor 626-939-0600 ext 6010 FAX 626-939-0800

REVISED
8/20/18

HUMAN RESOURCES

Faculty and Staff Orientation Procedures

Each new employee approved for hire must complete an orientation session in the Human Resources Office to receive an introduction to the district, its operations, and its personnel policies. In addition, Human Resources reviews the job description, salary, and employee benefits. During the orientation session, employees are asked to complete additional paperwork. New employees are provided with an I.D. badge, introduced to their supervisor who reviews job expectations and departmental procedures.

Reasonable Accommodations for Employees with Disabilities

Employees may experience problems in their job that may be related to mental or physical impairments. Where a mental or physical impairment is sufficiently severe, it may be considered a disability under the law. If you believe that your ability to perform your job is affected by a disability and that an accommodation may be needed to enable you to perform the essential functions of your job, the East San Gabriel Valley ROP/TC is entitled to have your health care provider, or an independent medical evaluator, determine whether you have a disability for which a reasonable accommodation is needed. We may require that you attend a medical evaluation for this purpose, at our expense. After the evaluation, we will meet with you to discuss the results of the evaluation and accommodations, if any, which may be appropriate.

Employees may fear that disclosing a disability will result in negative consequences to them. The purpose of this notice is to assure employees that we take our obligation to comply with the disability discrimination laws very seriously. We want employees, who believe they have a disability for which a work-related accommodation is needed, to inform management promptly.

If you have questions about this notice, please contact the Human Resources Office at (626) 472-5131.

Drug & Alcohol Free Workplace

Alcohol and Drug Policy

The Joint Board of Management believes that the maintenance of a drug and alcohol-free workplace is essential to school and district operations.

As a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction received for a violation occurring in the workplace.

As a drug and alcohol-free workplace, ESGVROP/TC has established procedures to inform and allow employees to become aware about:

- The dangers of drug and alcohol abuse in the workplace.
- The district's policy of maintaining drug and alcohol-free workplaces.
- Any available drug and alcohol counseling, rehabilitation, and employee assistance programs.
- The penalties that may be imposed on an employee for drug and alcohol abuse violations.

No employee shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of, any alcoholic beverage, drug or controlled substance, before, during, or after school hours, and/or at school or any other district workplace. This is defined in the Controlled Substance Act and Code of Federal Regulations.

For the purpose of this policy, “conviction” shall mean a finding of guilt, including a plea of *nolo contendere*, or imposition of sentence, or both, by any judicial body charged to determine violations of Federal or State criminal drug or alcohol statutes.

The East San Gabriel Valley ROP/TC makes every effort to provide a drug-free campus. Assistance is available for those individuals who seek help for themselves or others, who may be addicted to substances. ESGVROP/TC will initiate disciplinary action within 30 days after receiving notice of a conviction for a violation in the workplace, from an employee or otherwise. Such action shall be consistent with State and Federal law, and district policies and practices.

ESGVROP/TC will notify the appropriate Federal granting or contracting agencies within ten days after receiving notification, from an employee or otherwise, of any conviction for the violation occurring in the workplace.

Board Policy 4215.1 prohibits the possession, use, or distribution of illicit drugs and alcohol on district property. ESGVROP/TC will make a good faith effort to continue maintaining a drug and alcohol-free workplace through implementation of Board Policy. In taking disciplinary action, the Board shall require termination, when required by law. When termination is not required by law, the Board shall either take disciplinary action, up to and including termination, or shall require the employee to satisfactorily participate and complete a drug assistance or rehabilitation program approved by a Federal, State or local health agency, law enforcement, or other appropriate agency. The Board’s decision shall be made in accordance with relevant State and Federal laws, in addition to district policies and practices.

Commonly Used and Abuse Substances

Drugs commonly used and abused include alcohol, marijuana, cocaine, amphetamines, methamphetamines (crystal meth), prescription drugs, such as Vicodin, and anabolic steroids (Used to build muscle). While some of these substances are legal, they all may result in serious health problems, including death, addiction, financial and legal challenges, and negative social implications.

1. Alcohol

Effects if alcohol are primarily determined by the amount of alcohol that has been consumed; it can include:

- Euphoria
- Excitement
- Confusion
- Stupor
- Coma
- Death

Additional information can be found at: www.niaaa.nih.gov/FAQs.

2. Marijuana (Pot, Grass, Weed, Joints, Roaches)

Effects of marijuana can include:

- Impaired short-term memory and concentration
- Distorted perception and judgment
- Diminished motor skills
- Accelerated heart rate and increased blood pressure
- Apathy

Additional information can be found at: www.nida.nih.gov/infofacts/marijuana.

3. Cocaine (Coke, Rock, Toot, Blow, Snow)

Effects of cocaine can include:

- Accelerated heart rate and increased blood pressure
- Dilated students
- Seizures and strokes
- Nasal damage requiring medical or surgical intervention

Additional information can be found at: www.emedicinehealth.com/cocaine_abuse/artile_em.htm.

4. Methamphetamines (Crystal, Crack, Crank)

Effects of methamphetamines can include:

- Loss of appétit
- Delusions, hallucinations, psychosis
- Psychological and physical dependence

Additional information can be found at:

www.steroidabuse.org and www.streetdrugs.org/methamphetamine2.htm.

5. Steroids

Effects of steroid use can include:

- Cancers of various types, including liver, brain, and prostate
- Increased blood pressure
- Testicular shrinking, decreased sperm count, and infertility
- Dramatic mood swings, depression, paranoia

Additional information can be found at www.usdoj.gov/ndic/pubs5/5448.

Referrals and Resources

On Campus

Counseling Office	Building B-1	(626) 472-5172
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Off Campus

San Gabriel/Pomona Valley

Adult Children of Alcoholics	(310) 534-1815
Alcoholics Anonymous (A.A.)	(626) 914-1861
Nar-Anon	(310) 547-5800
Narcotics Anonymous	(626) 359-0084
National Council on Alcoholism	(626) 331-5316

Inland Empire

Alcoholics Anonymous (A.A.)	(909) 825-4700
Al-Anon	(909) 824-1516
National Council on Alcoholism	(909) 629-4084

North Orange County

Alcoholics Anonymous (24-hour help)	(714) 773-4357
Al-Non (For family members and friends of alcoholics)	(714) 748-1113
Be Sober Hotline (24-hour referrals) "CRISIS"	(800) 345-2747
Center of Substance Abuse (24-hour hotline for drug abuse)	(800) 662-4357
Fullerton Drug/Alcohol Abuse Service "health Care Agency"	(714) 447-7099
Narcotics Anonymous	(714) 776-8581

Tobacco-Free School Grounds

The Joint Board of Management recognizes the health hazards associated with tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. Employees are encouraged to serve as models for good health practices that are consistent with the district's instructional program.

In accordance with State and Federal law, smoking is prohibited in all district facilities and vehicles.

The Board further prohibits the use of tobacco products, at all times, on district grounds. Tobacco products include smokeless products, such as electronic cigarettes – known as e-cigarettes, which deliver an experience similar to standard cigarettes by heating liquid nicotine in a disposable cartridge and producing a vapor that can be inhaled.

This prohibition applies to all employees, students and visitors, at any activity or event on property owned, leased or rented, by or from the district.

The Superintendent or designee shall inform students, parents and/or guardians, employees and the public, about this policy and related procedures. Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.

The Superintendent or designee shall maintain a list of clinics and other resources, which may assist individuals who wish to stop using tobacco products.

ROP Workplace Violence Prevention Policy

The ROP is committed to providing and maintaining a workplace and academic community free from intimidation and acts or threats of violent behavior. Such behavior is not only a violation of the district's policy, it is prohibited by law. Violence, whether actual or threatened, undermines the ability of our school community to be productive.

For purposes of this policy, violent behavior and threats of violent behavior are defined as:

1. The actual or implied threat of harm to an individual or a group of individuals.
2. The possession on ROP property of weapons of any kind, unless specifically authorized by the ROP.
3. The brandishing of any object that could reasonably be construed as a weapon.
4. Reckless or intentional disregard for the physical safety or well-being of others, by putting individuals at risk of being injured.
5. Willful, or the threat, of destruction to ROP property or private personal property on campus.
6. Commission of a violent felony or misdemeanor against a person(s) on ROP property, including, but not limited to stalking, physical assault and battery.
7. Any conduct, either physical or verbal, that a reasonable person would perceive as constituting a threat of violent behavior.

Safety and security in the workplace environment are the responsibility of every ROP employee. Any employee or student who is subjected to, witnesses, or has knowledge of actions that could be perceived as violent behavior, or has reason to believe that such actions may occur, must report such actions to the appropriate office immediately. All criminal conduct shall be immediately reported to the Police Department – 911 and Security Personnel.

Any ROP employee or student found to commit, or threaten acts of violent behavior, is in violation of this policy and will be subject to disciplinary action pursuant to applicable personnel policies, and/or employee or student Code of Conduct, and, if appropriate, may be prosecuted to the fullest extent of the law.

No person shall be retaliated against for reporting threats or acts of violent behavior.

This Workplace Violence Prevention Policy was modeled after UCLA's Workplace Violence Prevention Policy



East San Gabriel Valley Regional Occupational Program and Technical Center

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ANTI-BULLYING POLICY

Bullying Prevention

The East San Gabriel Valley Regional Occupational Program and Technical Center (ESGVROP/TC) believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The East San Gabriel Valley ROP/TC will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The East San Gabriel Valley ROP/TC expects students and/or staff to immediately report incidents of bullying to the Instructional Supervisor or designee. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the East San Gabriel Valley ROP/TC will provide staff development training in bullying prevention, and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to, and including, expulsion.

East San Gabriel Valley ROP/TC will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

Any student who engages in bullying may be subject to disciplinary action up to, and including, expulsion.

Students are expected to immediately report incidents of bullying to the district administrator or designee.

Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the district administrator or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to, the following:

All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.

The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff are expected to immediately intervene when they see a bullying incident occur.

People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Policy for Conflict Resolution

The East San Gabriel Valley ROP/TC believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, the East San Gabriel Valley ROP/TC will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community, and helps ensure a safe and healthy learning environment.

The East San Gabriel Valley ROP/TC will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

Students are to resolve their disputes without resorting to violence.

Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.

Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.

Students needing help in resolving a disagreement, or students observing conflict may contact a teacher or district administrator.

Students involved in a dispute will be referred to a conflict resolution session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.

Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

Adopted by the East San Gabriel Valley Regional Occupational Program and Technical Center Joint Board of Management on May 31, 2012.

East San Gabriel Valley Regional Occupational Program and Technical Center

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Code of Ethics

Educators serve the needs of all students. The term, “Educator” includes support staff, as well as teachers. Educators believe that all students have a right and equal opportunity to learn, and accept the responsibility of holding high ethical and moral standards. Educators are responsible for building and nurturing respect from their students, peers, and parents, as well as members of the community. Most importantly, Educators accept the responsibility to follow the ‘Code of Ethics’ or ‘Code of Conduct’ as a professional and personal guide.

PRINCIPLE I: Commitment to the Student

An Educator strives to help students realize their potential. The Educator, therefore, works to nurture in students a spirit of inquiry, a desire for knowledge, and an understanding of the world around them.

In fulfillment of the obligation to students, the Educator will:

1. Encourage their students’ pursuit of independent learning.
2. Work to inspire students’ thirst for knowledge by providing varying points of view.
3. Offer an unbiased approach to subject matter relevant to students’ progress.
4. Be responsible for protecting students and keep them healthy and safe.
5. Work to motivate students by building their self-esteem with positive interactions.
6. Treat students of all races, colors, creeds, gender, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, fairly, with dignity and respect.
7. Include all students in the participation of educational opportunities and programs.
8. Provide benefits to all students.
9. Maintain professional relationships, only, with all students, which are free from even an appearance of any impropriety.
10. Respect the information and privacy of students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the Educator shall exert every effort to raise professional standards, in order to promote a climate that encourages the exercise of professional judgment.

In fulfillment of the obligation to the profession, the Educator will:

1. Be forthright and honest in applications for all professional positions, without failing to disclose a material fact related to competency and qualifications.
2. Not misrepresent his or her professional qualifications.
3. Make truthful statements concerning the qualifications of a candidate for a professional position.
4. Maintain professionalism and be respectful regarding privacy and information about colleagues obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
5. Engage in conversations with students in a professional manner without discussing issues that are deeply personal and should be kept private.
6. Engage in conversations with students in a professional manner without discussing school, personnel, faculty, or administrative issues that should be kept private.
7. Refrain from making false or malicious statements about fellow colleagues.
8. Accept no gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

I have read the above Code of Ethics and agree to its terms and conditions.

Employee's Name

Employee's Signature

Date

This Code of Ethics was modeled after the National Education Association (NEA).

Sexual Harassment

Sexual harassment of or by any staff member, independent contractor, or student, is prohibited. This applies to conduct during and relating to ESGVROP/TC and ESGVROP/TC sponsored activities. Sexual harassment is inappropriate and offensive. Staff and students have a right to an environment free from sexual harassment.

East San Gabriel Valley ROP/TC recognizes that sexual harassment is a serious issue and will not tolerate actions of sexual harassment on campus. The District will investigate all allegations of sexual harassment and take appropriate disciplinary, criminal, or legal action.

As soon as possible, the victim of sexual harassment should report the incident to the Title IX Coordinator for immediate investigation. Reporting Procedures are outlined on the next page.

1. Sexual Harassment Defined

Pursuant to Education Code 212.5, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- b. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, and/or of creating an intimidating, hostile, or offensive work or educational environment.
- c. Submission to, or rejection of, the conduct by the individual, is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs and/or activities available at or through the educational institution.

2. Examples of Sexual Harassment

Conduct, which may constitute sexual harassment includes, but is not limited to:

- a. Making unsolicited written, verbal or physical contact with sexual overtones.
- b. Unwelcome leering, staring, sexual gestures, flirtations or propositions.
- c. Displaying sexually suggestive objects or pictures, cartoons, or posters.
- d. Making or using derogatory comments, epithets, slurs, and jokes.
- e. Unwelcome graphic verbal comments of an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations, or overly personal conversation.
- f. Unwelcome touching of an individual's body or clothing in a sexual way.
- g. Assault, impeding or blocking movements.
- h. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment).
- i. Making reprisals, threats of reprisal, or implied threats of reprisal, following a negative response. For example, either implying or actually withholding support for an appointment, promotion or change of assignment, suggesting a poor performance report or grade, or suggesting employment termination or student's dismissal or suspension.
- j. Engaging in implicit or explicit coercive sexual behavior which is used to control, influence or affect the career, salary, or work environment of another employee or used to control, influence or affect the grade, academic progress, or learning environment of a student.
- k. Offering favors or employment benefits such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, or favorable grades, in exchange for sexual favors.
- l. Unwelcome spreading of sexual rumors.

m. Unwelcome teasing or sexual remarks about any employee or student.

3. Nature of Sexual Harassment

Sexual harassment may occur:

- a. Employee to Employee
- b. Student to Student
- c. Staff to Student
- d. Student to Staff
- e. Male to Female
- f. Female to Male
- g. Male to Male
- h. Female to Female

4. Reporting Procedures

a. Complete details on the complaint form (refer to page 29) and submit to:

Title IX Coordinator
Annet Johnson
Administration Building, Human Resources
1501 Del Norte Street
West Covina, CA 91790
ajohnson@esgvrop.org
(626) 472-5131

- b. Any staff member who receives a report, verbally or in writing, from any employee or student, regarding sexual harassment, sexual violence, bullying, or discrimination, must forward a written report to the Title IX Coordinator within 24 hours, or within a reasonable extension of time thereafter for good cause.
- c. All complaints of sexual harassment, sexual violence, bullying, and discrimination will be investigated and promptly resolved.
- d. Upon receipt of a report, the Title IX Coordinator, or a designee, will initiate an investigation within 48 hours.
- e. In determining whether the alleged conduct constitutes sexual harassment, sexual violence, bullying, or discrimination, the Title IX Coordinator will look at the record as a whole and the totality of the circumstances, including the nature of the alleged sexual harassment, sexual violence, bullying, or discrimination, and the context in which the alleged incident(s) occurred. After completion of the investigation, the Title IX Coordinator, or a designee, will render findings and a recommended disposition of the complaint.
- f. If the complainant is not satisfied by the report and/or the recommended disposition, he or she shall make an appeal in writing stating the reasons why the complainant is dissatisfied with the report and recommended disposition. The Title IX Coordinator will conduct a meeting with the complainant and hear the complainant's appeal.
- g. If the complainant is still not satisfied by the recommendation of the Title IX Coordinator, he/she may submit the matter to the Superintendent. The complainant shall make an appeal in writing stating the reasons why the complainant is dissatisfied with the report and recommended disposition of the Title IX Coordinator. The Superintendent shall review the basis for the complainant's appeal and the report and recommended disposition. The Superintendent may make a decision based on the record presented or, if the Superintendent determines it is necessary, collect any additional information deemed necessary.
- h. The decision of the Superintendent may be appealed to the Board using the same appeal process.

5. Enforcement

All staff members have full responsibility for maintaining a work and student learning environment free of sexual harassment. Supervisors shall take appropriate actions to reinforce ESGVROP/TC's Sexual Harassment Policy. These actions will include:

- a. Prompt reporting of sexual harassment.
- b. Prompt removal of vulgar or sexually offensive graffiti or other displays.
- c. Attend annual staff In-Services.

6. Discipline/Consequences

- a. Any employee, who permits or engages in sexual harassment, may be subject to disciplinary actions, up to and including, dismissal.
- b. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to his or her Supervisor, shall be disciplined appropriately.
- c. Any student who engages in the sexual harassment of anyone at ESGVROP/TC may be subject to disciplinary action up to, and including, being dropped from the program. All disciplinary actions taken against students from ESGVROP/TC participating districts will be carried out in conjunction with the district within which the student attends school.

7. Confidentiality and Records

ESGVROP/TC employees involved in processing sexual harassment complaints will endeavor in good faith, to protect the privacy of all parties involved in a complaint of sexual harassment. Files pertaining to sexual harassment complaints will not be made available to the general public.

8. Notifications/Verifications

State and Federal laws prohibiting sexual harassment, are displayed in the Human Resources Office. ESGVROP/TC staff members must sign and date the verification form which states they have read and understand this policy. This form must be on file in the Human Resources Office. All staff is notified when an update is needed. The ESGVROP/TC Sexual Harassment Policy on the next page must be posted in each ESGVROP/TC classroom.



SEXUAL HARASSMENT PREVENTION POLICY

The East San Gabriel Valley Regional Occupational Program and Technical Center is committed to maintaining a working and learning environment free of sexual harassment. ESGVROP/TC prohibits sexual harassment of or by all employees, students, or persons doing business with or for the District on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of State and Federal law.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or education setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made as a term or condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual, is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct, such as: suggestive, derogatory or vulgar comments; sexual innuendos; slurs or unwanted sexual advances; invitations or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct, such as: displays of sexually aggressive objects, pictures, posters, written materials, cartoons or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct, such as: unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement or assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests, in order to keep a job or academic standing, or to avoid other loss; and/or offers of benefits in return for sexual favors.

Any employee or student of the District who believes that she or he has been a victim of sexual harassment, or upon witnessing an act of discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above) shall bring the problem to the attention of the Title IX Coordinator or a school-site administrator so that appropriate action may be taken to resolve the problem. ESGVROP/TC prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

To obtain specific rules and procedures for reporting charges and sexual harassment, and for pursuing available remedies for issues or complaints involving employees or students, contact:

Title IX Coordinator, Annet Johnson - Human Resources Office
1501 Del Norte Street, West Covina, CA 91790 – Phone: (626) 472-5131 – Email: personnel@esgvrop.org

East San Gabriel Valley Regional Occupational Program and Technical Center

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HUMAN RESOURCES OFFICE COMPLAINT/INVESTIGATION RECORD

(Student-to-Student, Student-to-Adult, Adult-to-Adult, and Adult-to-Student Sexual Harassment)
(For School/District Recording Purposes only)

School/Department	
-------------------	--

Name of person who is the target of the behavior		First Name		
Last Name				
Student/Grade		Adult/Position	M <input type="checkbox"/>	F <input type="checkbox"/>
Site or Work Location				

Name of person who is accused of the behavior		First Name		
Last Name				
Student/Grade		Adult/Position	M <input type="checkbox"/>	F <input type="checkbox"/>
Site or Work Location				

INCIDENT INFORMATION:

Date(s)/Incident	Place/Incident
Name(s) of Any Witness(es)	

BRIEF DESCRIPTION OF INCIDENT:

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HUMAN RESOURCES OFFICE TITLE IX SEX DISCRIMINATION/SEXUAL HARASSMENT COMPLAINT FORM

Person filing complaint:

Name			
	Last	First	Middle
Home Address			
	Street	City	Zip Code
Home Telephone			Other Contact Number
Person Filing Complaint:			
<input type="checkbox"/> Parent <input type="checkbox"/> Advocate <input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Other			

Indicate if complaint filed on behalf of another:

Name			
	Last	First	Middle
For Student:	/ /		For Employee
	Date of Birth	Grade	Worksite
School Site			

Please give the facts about the complaint and attach any relevant documents, if available:

Date of Incident		Place of Incident	
Name(s) of Accused Person(s)			
Name(s) of Witness(es)			
Brief Description of Incident:			

Has your complaint been discussed with an ESGVROP/TC Human Resources Representative? Yes No

If yes, to whom (person/office) have you spoken and what was the outcome?

Signature _____

Date _____

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HUMAN RESOURCES OFFICE

Name of Person who received this complaint			
Signature/Title		Date Received	

(If different from above)

Name of Person who received this complaint			
Signature/Title		Date Received	

I. RECORD OF INVESTIGATION:

Interview alleged target of sexual harassment	Date / /	Interview accused person	Date / /
Interview Witness(es) (if any)	Date / /		
Seek assistance, as needed, from Supervisor, other District Human Resources, or other Sources:			
Person/Office		Date / /	
Person/Office		Date / /	
Person/Office		Date / /	

II. FINDINGS/DETERMINATION:

<input type="checkbox"/>	Findings indicate sexual harassment occurred	<input type="checkbox"/>	Corrective actions needed
<input type="checkbox"/>	Findings indicate that inappropriate behavior occurred, but the behavior did not meet the defining elements of sexual harassment	<input type="checkbox"/>	Corrective actions needed
<input type="checkbox"/>	There are no findings of sexual harassment or inappropriate behavior	<input type="checkbox"/>	Corrective actions needed

III. CORRECTIVE ACTIONS:

	Involving Accused Person(s)	Date		Involving Alleged Target(s)	Date
<input type="checkbox"/>	Provide Copy & Explain District Sexual Harassment Policy and/or Procedures	/ /	<input type="checkbox"/>	Provide Copy & Explain District Sexual Harassment Policy and/or Procedures	/ /
<input type="checkbox"/>	Disciplinary Conference	/ /	<input type="checkbox"/>	Administrator Conference	/ /
<input type="checkbox"/>	Referral for School Counseling	/ /	<input type="checkbox"/>	Referral for School Counseling	/ /
<input type="checkbox"/>	Education/Behavior Contract	/ /	<input type="checkbox"/>	Referral for Outside Counseling	/ /
<input type="checkbox"/>	Classroom Change	/ /	<input type="checkbox"/>	Parent Informed of Complaint <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone	/ /
<input type="checkbox"/>	Detention Assigned	/ /		**Caution: In sexual orientation harassment, consult with student (alleged target) as to a safe way to inform parent or guardian of the harassment	/ /
<input type="checkbox"/>	Parent Informed of Complaint <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone	/ /	<input type="checkbox"/>	Monitor to Check that Unwanted Behavior has Stopped	/ /
<input type="checkbox"/>	Opportunity Transfer	/ /	<input type="checkbox"/>		/ /
<input type="checkbox"/>	Expulsion	/ /	<input type="checkbox"/>	<input type="checkbox"/> After One Week	/ /
<input type="checkbox"/>	Accused Student's Parents Notified of Resolution of Incident/Complaint	/ /	<input type="checkbox"/>	<input type="checkbox"/> After Two Weeks	/ /

DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

--

IV. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

<input type="checkbox"/>	Targeted Person	Date / /		<input type="checkbox"/>	Parents	Date / /
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<input type="checkbox"/>	Targeted Person	Date / /		<input type="checkbox"/>	Parents	Date / /
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California Child Abuse and Neglect Mandatory Reporting (CANRA)

In a school setting, Teachers, Administrators, Classified Personnel, Instructional Aides and/or Assistants, Pre-school teachers, and school district police or security are Mandated Reporters. (P.C. 11165.5; P.C. 11166(i)).

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect, shall report such suspected incident of abuse or neglect to a designated agency immediately, or as soon as practically possible, by telephone. The reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. PC Section 11166(a)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the Child Abuse and Neglect Reporting Act (CANRA). Any other person reporting a known or suspected incident of child abuse or neglect, shall not incur civil or criminal liability as a result of any report authorized by CANRA, unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. PC Section 11172(a)
- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. PC Section 11165.9
- The Suspected Child Abuse Report Form (SS 8572) must be used to notify a reporting agency about suspected cases of child abuse. The form can be completed online; instructions can be found at <http://ag.ca.gov/childabuse/forms.php>.

A mandated reporter must...

- Have reasonable suspicion
- Call the Child Abuse hotline as soon as possible
- File a written report within 36 hours (P. C.11166)

IMPORTANT: Telling another employee about the suspected abuse does not fulfill your obligation as a mandated reporter. You may choose to file a report as a team, but both parties should make the call and mail the report to assure that a report was indeed filed.

Ask For Help

If you need any assistance making a report or have questions about a specific case, seek assistance from a school site Administrator or Supervisor.

Informing Parents

Mandated reports should NOT inform parents of suspected child abuse, as it could interfere with the investigation process.

How to Report Suspected Abuse

- Complete form with all information filled in before dialing
- Call: Child Protection Hotline 1-800-540-4000
- Write the report number provided by person taking report on the side margin of the form
- Document date/time/name of person taking report when you make the call
- Mail form to:
 - Child Protection Hotline
 - 3075 Wilshire Blvd.
 - Los Angeles, CA 90010
- Keep copy for your own personal records as documentation that a report was filed.
- Send legible copy to:
 - East San Gabriel Valley ROP/TC District Office
 - Attention: Human Resources Office.
 - Mark envelope "Confidential"

Safely Surrendered Baby

The Safely Surrendered Baby Law responds to the increasing number of newborn infant deaths due to abandonment in unsafe locations. First created in January 2001, the Safely Surrendered Baby Law was signed permanently into state law in January 2006. The law's intent is to save lives of newborn infants at risk of abandonment by encouraging parents or persons with lawful custody to safely surrender the infant within 72 hours of birth, with no questions asked.

From January 1, 2001, to December 31, 2015, 770 newborns have been surrendered in California, and 84 newborns were surrendered during the 2015 calendar year. This is compared with 169 infants abandoned since 2001, five of which occurred in the 2015 calendar year. Available data indicates a generally decreasing trend of abandonments since enactment of the SSB Law, from 25 cases in 2002 to five or less cases per year since 2010, representing a decrease of at least 80% (see the "SSB Data" tab for more detail). The CDSS continues to identify abandonment cases from various sources and will continue to report updates to this trend.

Free Safe Surrender Kits

Safe surrender sites are hospitals or other locations, typically fire stations, approved by the board of supervisors or fire agency in each county. To request Safely Surrendered Baby Kits, please complete the order form, [Safely Surrendered Baby Kit Order Form](#). For more information please email ssb@dss.ca.gov. The toll-free telephone hotline number provides information and the locations of safe surrender sites.

DIAL 1.877.BABY.SAF (1-877-222-9723).

Free Safe Surrender Publications

The Office of Child Abuse Prevention provides education and awareness materials regarding the Safely Surrender Baby program. To request copies, visit the [Safe Surrender Publication](#) page and fill out the order form.

Employee Classifications

Certificated At-Will Hourly Employees

All certificated employees are hired “At Will” on an “Hourly as Needed” basis; Leadership and Support Personnel are on a salaried schedule.

“Hourly as Needed” employment is for an unspecified term and is at the mutual consent of the employee and the East San Gabriel Valley Regional Occupational Program and Technical Center. Consequently, the employment relationship can be terminated *at will*, at any time, by either the employee or the East San Gabriel Valley Regional Occupational Program and Technical Center, with or without cause or advance notice.

All certificated employees are personally responsible for completing the State requirements necessary to maintain a valid credential. All certificated employees are responsible for registering their credentials with the District. If a credential expires and the employee is unable to verify that all State requirements have been completed prior to the credential expiration date, the employee’s employment will be terminated. Employees must share any written communication received from the California Commission on Teacher Credentialing regarding their credential; the Human Resources Office may assist with questions. A copy of all employees’ credential is placed in their placed file.

Holders of preliminary teaching credentials are personally responsible for completing the required credential coursework within the allowed time frame. The California Commission on Teacher Credentialing website at www.ctc.ca.gov and/or a State approved agency, provide further information and renewal requirements applicable to specific credentials.

Credential holders must submit their renewal application within six months prior to the credential expiration date. Instructions and renewal application forms can be obtained from State approved agencies approved to process credentials.

Credential Information Resources:

<http://www.ctc.ca.gov>

<http://www.lacorop.org>

Certificated employees, assigned to teach a high school program, are employed during a 10-month period, during the regular scheduled school year. They are expected to return after scheduled recess periods, unless notified otherwise. Summer assignments are available on a limited basis only.

Certificated employees, assigned to teach in the Post-Secondary program division, are employed during a 12-month period. They are expected to return after scheduled recess periods, unless notified otherwise.

California Education Code Section 44910 precludes Instructors working for Regional Occupational Centers and Programs (ROCP), from being classified as permanent employees of a school district.

Classified Employees

1. Probationary Period

All new classified employees shall serve a probationary period of five months, commencing with their first day of employment. During this period, the district and the employee will have an opportunity to determine whether further employment with the district is appropriate. The employer can extend the duration of the probationary period one or more times if, in its sole and absolute discretion, it determines that such an extension is appropriate. Employment may be terminated at any time by the employee or the employer during the probationary period, with or without cause.

2. "At Will" Employment / Hourly as Needed

Classified employees hired on an hourly basis, must remember that "Hourly as Needed" employment, is for an unspecified term and is at the mutual consent of the employee and the East San Gabriel Valley Regional Occupational Program and Technical Center. Consequently, the employment relationship can be terminated *At Will*, at any time, by either the employee or the East San Gabriel Valley Regional Occupational Program and Technical Center, with or without cause, or advance notice.

Classified "At Will" (hourly as needed) employees are hired for a period of specific length within the category. The most common variations in work year are 10-month, 11-month, and 12-month employees.

3. Salaried

Classified employees hired as "salaried" (also referred to as "monthly") employees are paid a predetermined amount constituting the employee's compensation for the month regardless of the number of days in the month. Placement on the Classified Salary Schedule is determined by the Chief Business Official (CFO) and Human Resources Office, at the time of hire. Salaries are adjusted periodically, when the State provides for a Cost of Living (COLA.) The salary is not subject to reduction because of variations in schedule or work product, provided the employee works on a full-time basis (40 hours / week).

Classified salaried employees are hired for a period of specific length within the category. The most common variations in work year are 10-month, 11-month, and 12-month employees

Leadership/Management Employees

All certificated leadership/management employees are personally responsible for maintaining a valid credential. Leadership employees are not designated as probationary or permanent, and continuation of employment is contingent upon an offer of employment.

Leadership/management employees are hired for a period of specific length within this category. The most common variations in work year are 10-month, 11-month, and 12-month employees.

Student Workers

Student workers are temporary employees who must be enrolled in a high school, ESGVROP/TC certificate program, or in an accredited college or university. Student workers must meet the eligibility requirements of the Student Worker Program and are not eligible for unemployment insurance benefits.

Job Descriptions

Job descriptions are provided upon initial hire. Job descriptions for all positions are posted on the East San Gabriel Valley ROP/TC website at www.esgvrop.org.

Salary Schedules

Salary schedules for all positions are provided upon the time of hire. Current salary schedules are available online at www.esgvrop.org or can be obtained from the Human Resources Office.

Initial Salary Placement

Initial salary placement on the Certificated Salary Schedule for “Hourly As Needed” certificated personnel is based on prior teaching experience and completed education at an accredited institution.

Initial salary placement for classified and leadership positions is based on commensurate job experience and budget availability.

Advanced Salary Placement

Advanced placement on the certificated hourly salary schedule is based on completion of additional accredited college units or attainment of degrees from an accredited institution. Approval for advanced placement requires the submission of official transcripts for verification purposes.

Prep Time Hours

Secondary Instructors are compensated prep hours each pay period computed by applying 11.25% times the total assigned periods. *Post-Secondary Instructors* are compensated prep hours computed by applying 11.25% times the total assigned hours **when student enrollment averages 15 or more in a pay period.**

Required activities for compensation of prep hours include:

- Daily Attendance reporting
- Grading
- Lesson planning
- Open House/Back to School Nights
- Department Meetings
- Activities completed on minimum school days
- Fieldtrips

Extra Duty Activities

Compensation for extra-duty activities **completed outside of regular scheduled hours that are not part of prep time** requires advance approval from the supervisor and business office. Pre-approved hours for extra-duty activities must be submitted on a separate timesheet. Compensation for extra-duty activities is **according to column 1, step 1** of the certificated salary schedule. Extra-duty hours will be compensated up to 8 hours per day, 60 hours annually. Extra-duty activities requiring pre-approval include:

- Back to School Meetings

- New Teacher Orientations
- District/School-site Staff Development Meetings
- Curriculum Development
- Career Technical Student Organization Activities/Competitions/Conferences
- Business Advisory Meeting(s)
- Parent Teacher Conferences
- Conference attendance (not to exceed 8 hours per day)
- Supervision of Student Work-Based Learning
- CTE pathway activities
- IEP meetings before or after regular scheduled work hours
- Parent Conference Meetings
- School-site accreditation meetings
- Other required pre-approved school engagement activities

Anniversary Step Increases

Anniversary step increases are provided to employees employed on a full-time basis. Certificated staff receive annual increases effective August 1. Classified employees receive anniversary increases six months after their original hire date and annually thereafter.

Stipends

Stipends are indicated on the stipend schedule approved for the current fiscal school year. Stipends may be paid either on a monthly, end-of-semester, or annual basis. Verification for the applicable stipend must be on file in the Human Resources Office. Stipends are pro-rated for part-time employees, provided they work a minimum of 10 hours average per week.

Fringe Benefits

Health Benefits

The organization believes that one of its primary obligations to its employees is to offer high quality benefit programs. The employee benefit program is based on choice, quality, and convenience. All benefits are available to dependent children up to age 26, regardless of student status. A summary of each of the individual health, dental, vision, and life benefit plans is available online at www.esgvrop.org (click Administration tab then select Human Resources).

All employees working a fixed schedule in excess of 10 hours per week are eligible for benefits. Health benefit rates are pro-rated for part-time employees, according to the contribution rate schedule approved by the Board on an annual basis. The annual employee contribution rate schedule is posted on the website at www.esgvrop.org.

In accordance with the requirements of the Federal health insurance law COBRA, eligible employees and their dependents, may continue participation in the ESGVROP/TC group health insurance program following a “qualifying” event. These events include: termination of employment (other than gross misconduct), divorce, legal separation, death, Medicare entitlement, and certain other events deemed as “qualifying” under COBRA law. When the right to continue coverage arises under COBRA, the employee and/or dependent(s) receive detailed information, including premium rates, by U.S. mail.

Section 125 Plan Option

The American Fidelity Assurance Co. (AFA) administers a Section 125 plan on behalf of East San Gabriel Valley ROP/TC employees, which allows for the deduction of employee health contribution rates from gross earnings before taxes. AFA also provides for the opportunity to direct pay into pre-tax reimbursement accounts for child care, dependent care, and certain out-of-pocket medical expenses. In addition, AFA provides additional insurance options and annuity plans. To learn more about these options contact the Human Resources Office.

Retirement Plans

1. Certificated Personnel

The California State Teachers’ Retirement System (CalSTRS) was established by law, in 1913, to provide retirement benefits to California’s public school teachers.

Education Section 22601.5, 22602 and 22604, stipulates the requirements for mandatory membership of the State Teachers’ Retirement System (CalSTRS), for full-time certificated employees. Part-time certificated employees, who do not meet these requirements, have the option to “elect” membership, if so desired.

On June 24, 2014, Governor Brown signed Assembly Bill 1469 into law effective July 1, 2014. AB 1469 changes the member and employer contribution rates for the California State Teachers’ Retirement System (CalSTRS) Defined Benefit (DB) Program, Chapter 47, Statutes of 2014. Member and employer contribution rates are set in Education Code sections 22901, 22950 and 22951 for the DB Program. Effective July 1, 2014, Chapter 47, Statutes of 2014 added Sections 22901.7 and 22950.5 to the Education Code.

The types of compensation creditable to CalSTRS 2% at 60 member’s DBS account are:

- Compensation determined by the system to have been paid to enhance a member’s benefit;
- Compensation that is paid for a limited number of times as specified by law, a collective bargaining agreement, or employment agreement; and

- Compensation for creditable service that exceeds one year in a school year.

The types of compensation creditable to CalSTRS 2% at 62 member's DBS account are:

- Compensation for creditable service that exceeds one year in a school year.

Currently, if any member earns more than one year of service credit in any given school year, the contributions associated with the excess service credit are transferred from the member's DB account into the member's DBS account at the end of the fiscal year.

If CalSTRS collects contributions in excess of the rates established in Education Code sections 22901, 22950 and 22951 on compensation creditable to the member's DBS account, Chapter 47, Statutes of 2014 requires that CalSTRS return the excess member and employer contribution amounts to the employer. The employer will then return the excess member contributions to the employee. The processing of adjustments and retroactive payments or other creditable service performed on or before June 30, 2014 will keep the previous rates of 8 percent for members and 8.25 percent for employers."

CalSTRS members receive an annual statement from CalSTRS, which provides members with information about the individual retirement account. CalSTRS members do not contribute to social security. For additional information on CalSTRS, see www.calstrs.com or contact the Human Resources Office.

2. Classified Personnel

Full-time classified employees (more than 1000 hours or 125 days in a fiscal year) contribute to the California Public Employees' Retirement System (CalPERS), in addition to social security. As a CalPERS member, 7% of the classified employee's monthly earnings is deposited into the employee's CalPERS account. The employer contributes 10.92% toward the CalPERS fund. The amount of total contributions and interest earned are shown on the CalPERS Annual Member Statement. For additional information on CalPERS and the benefits, see www.calpers.ca.gov or contact the Human Resources Office.

Voluntary Deductions

TSA (Tax Sheltered Annuities)

Tax sheltered annuities (TSA), are tax deferred deductions which are excluded from the annual taxable income amount until it is withdrawn.

An employee can research TSA companies at www.403bcompare.com. Please see a financial advisor for more information. Initial TSA deductions and changes to TSA amounts must be submitted to the Human Resources Office using the appropriate TSA forms and work sheets, which are available from a financial advisor or the Human Resources Office.

Attendance and Timeliness

Attendance and punctuality are essential job functions for which employees are responsible. Work schedules are based on organizational and departmental needs. A Supervisor will inform the employee of the work schedule. Deviations from a regular work schedule resulting in “extra” hours must be approved and submitted by the Supervisor to the Chief Business Official, in advance. Employees are expected to be at work on time for their scheduled work day. During the summer months, an alternate 10 hour / 4 day work week, may be implemented.

Absences

Each employee is responsible for being present at the correct time each day. On occasion, employees may have reason to be absent from work. On these occasions, non-teaching support staff is expected to contact their supervisor at least two (2) hours before their scheduled starting time on the first day and each subsequent day of an unscheduled absence, i.e. due to a personal or dependent illness or an emergency. In addition to contacting the immediate supervisor, non-teaching support staff must report all absences to the payroll department as well as the Superintendent’s Administrative Assistant, for documentation purposes.

If substitute coverage is needed, all instructors must follow the Substitute Request Procedures. Instructors assigned to the high school campus must notify the designated person at the school district as well.

If an employee does not provide proper notice on a timely basis, the absence or tardiness will be considered unexcused. Unexcused or excessive absences or tardiness may result in disciplinary action up to, and including, discharge.

Paid compensation for absences is determined by the classification of the employee and the type of absence, e.g. illness, emergencies, vacation, etc. With the exception of sick leave, emergency personal necessity, workers compensation, and military leave, all absences require advance approval by the Supervisor.

Requests and/or verification of leave forms are used to identify reasons for leave time taken. Planned absences must be pre-approved by the Supervisor and notification must be forwarded to the payroll department in advance. All absences must be documented on the timesheet for the specific date and according to type (e.g. illness, personal necessity). Employee absence accrual information is recorded and maintained by the payroll department. Salaried employees receive an affidavit from the payroll department for review. Affidavits must be signed by the employee and Supervisor. The affidavit must be returned to the payroll department expeditiously. Documentation for absence verification may be requested by the payroll department.

Unauthorized leave is the non-performance, without approval, of those duties and responsibilities assigned by ESGVROP/TC and its representatives, including all duties and responsibilities defined by the Education Code, rules and regulations of the California Administrative Code, Title V, and policies and regulations of the Joint Board. Such unauthorized leave may include, but is not limited to, individual or collective refusals to provide service, unauthorized use of sick leave, unauthorized use of other leave benefits, non-attendance at required meetings, and failure to perform supervisory functions at ESGVROP/TC sponsored activities. Unauthorized leave constitutes a breach of employment responsibilities, and therefore, may result in the initiation of dismissal procedures, loss of salary, or other disciplinary actions, as may be deemed appropriate.

Illness / Sick Leave

Certificated and salaried employees are entitled to one day of sick leave for each calendar month worked. Each hourly or part-time employee is entitled to a pro-rated amount of personal illness leave. Sick leave is cumulative

without limitation. Sick leave is paid if you are sick and cannot work. A classified employee employed less than five days per week shall be entitled, for a fiscal year of service, to that proportion of 12 days leave of absence for illness or injury as the number of days he is employed per week bears to five and is entitled to the proportionate amount, consistent with this formula, of such additional days.

Accrued sick leave is added to the creditable service period for calculation of CalSTRS and CalPERS retirement benefits for retirement eligible employees. Upon retirement, accrued sick leave is verified and documented on the retirement application. Accrued sick leave is not reimbursed upon termination of employment.

Transfer of Sick Leave

Accrued unused sick leave is not reimbursed, but can be transferred to other school districts. School district employees employed with a district, for at least one year, can transfer the total amount of earned sick leave to which they are entitled, when they accept a position with another district, as set forth in California Education Code 44979 and 45202. A transfer request verification form can be obtained from the employing school district or from the Human Resources Office.

Personal Necessity

In one school year, up to half of the available illness days may be used for personal emergencies, which are charged against personal illness leave. The total number of personal necessity days cannot exceed the number of full days of illness or injury to which the employee is entitled.

Bereavement Leave

Compensation is granted for a total of 3 days (or 5 days if travel involves more than 250 miles one way) to certificated and classified salaried employees, in the case of death of an immediate family member. Immediate family members, as stated in Education Code sections 44985 and 45194 include: mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee, or any relative living in the immediate household of the employee.

Jury Duty

When summoned for jury duty, it is the employee's responsibility to immediately notify the Human Resources Office and provide a copy of the summons. The district provides compensation for jury duty for a total of 10 days, provided the staff member notifies the Human Resources Office in advance. The district provides compensation, based on the regular work schedule, to one certificated and one classified staff member at the same time. Based on the jury duty calendar kept in the Human Resources Office, a letter may be provided to the employee to request postponement in case another employee, within the same classification, is scheduled to serve at the same time.

Upon conclusion of jury duty served, the employee must submit the paperwork to the Human Resources Office evidencing the number of days served. Compensation received for jury duty (minus the amount paid for mileage) must be submitted to the ESGVROP/TC Business Office.

Vacation

Salaried employees receive one day of vacation for each calendar month worked. On the day following completion of six months of continuous service, a full-time classified employee will be credited with six days

paid vacation, plus an additional credit of one day per month for each subsequent month service, during the fiscal year.

Beginning with the seventh (7th) consecutive year of service, full-time classified employees will be granted 1.25 vacation days per calendar month worked; beginning with the thirteenth (13th) consecutive year, 1.5 vacation days per month worked; and beginning with the twentieth (20th) year, 1.75 vacation days per month worked. Employment must begin prior to October 1 to be credited for a year's service.

Administrative employees hired onto the "Leadership/Support Personnel" salary schedule are allowed 22 days of vacation (pro-rated if employed less than 12 months) during the fiscal year. An employee's vacation entitlement will be taken at the discretion of the Superintendent, within the school year in which the vacation time is earned.

It is important that employees be provided the opportunity to take time to rest and rejuvenate. Supervisors should make all reasonable efforts to assure their employees do not accrue a balance greater than 50% of accrued vacation time at the end of the school year, and encourage them to use the vacation time by December 31 of the immediate subsequent fiscal year. No more vacation may be earned and/or accrued until the vacation balance falls below that level.

Holidays

The Joint Board of Management annually approves the list of holidays for the school year. Certificated "At-Will Hourly" employees do not receive compensation whenever class is not in session, including holidays. Classified employees hired on an "Hourly as Needed" basis, do not receive compensation for holidays. Salaried employees receive compensation on a monthly basis, regardless of the total number of days worked during any month.

Other Leave of Absences

Any leave (with or without pay) for a period which may exceed thirty (30) days, must be submitted and approved by the Human Resources Office, in advance.

a. *Family and Medical Leave:*

The East San Gabriel Valley Regional Occupational Program and Technical Center has established a Family and Medical Leave Program that conforms to the requirements of the State and Federal laws. Eligible employees can request a Leave of up to 12 weeks under the program. In no event can an employee take a Leave in excess of 12 weeks in a rolling 12-month period, which is measured backward from the date the employee uses any Leave.

Employees must consult with the Human Resources Office if they have any questions regarding their eligibility for a Leave under the program. Employees who are eligible for a Leave, based upon their length of service, must provide sufficient advanced notice of their desire for a Leave, whenever the need for a Leave is foreseeable. Requests should be submitted in writing at least 30 days prior to the date the employee would like the Leave to begin. Exceptions to the advance notification rule do not apply in some cases, such as when a medical emergency arises and a 30-day notice is not feasible. In such a case, the employee must provide as much notice as is practical.

Employees, granted a Leave under the Family and Medical Leave Act (FMLA), will be informed, in writing, of the terms and conditions under which health and other insurance benefits will be continued during such Leaves, as well as their obligation to pay their share of the premiums for such coverage. Any Leave of Absence granted under this program, or any other policy or practice, for a purpose authorized by the State or Federal Family and Medical Leave Act, shall be credited against the 12-week limit contained in this program, if, and to the extent

permitted by law. Employees who are granted a Family and Medical Leave are guaranteed reinstatement to their former position, or an equivalent position, subject to any exceptions as allowed by law.

State Disability Insurance (SDI) provides benefits to eligible workers experiencing a loss of wages when they are unable to perform their regular or customary work due to a non-work related illness or injury, pregnancy, or childbirth. California Paid Family Leave is a component of SDI and provides benefits to individuals unable to work because they need to care for a seriously ill family member or bond with a new minor child.

In case of an extended sick leave due to a non-industrial injury, illness, or pregnancy-related condition, Disability Insurance (DI) provides partial wage replacement to eligible employees who are unable to work because of a disability. Disability is defined as any mental or physical illness or injury which prevents an employee from performing regular or customary work according to [California Unemployment Insurance Code, Section 2626](#).

All regular ESGVROP/TC employees are covered by the California State Disability Insurance plan administered by the California Employment Development Department (EDD). For detailed information go online to: http://www.edd.ca.gov/pdf_pub_ctr/de2320.pdf

To file a claim: http://www.edd.ca.gov/disability/DI_How_to_File_a_Claim.htm

If it has been determined that an employee qualifies for State Disability Insurance payments, he or she must contact the Payroll department, immediately, for further instructions to coordinate compensation of any accrued sick leave to supplement State Disability payments.

b. *Military Leave*

Military leave is granted in accordance with State and Federal laws. It is expected that the employee will give his/her immediate Supervisor as much notice as possible.

Employee Injuries

Employees injured at work, regardless of how minor the injury may be, must immediately report the injury to the Company Nurse Hotline at 1-888-375-0280. In case of a life and death situation call 911. Any questions regarding workers' compensation insurance must be directed to the Human Resources Office.

Medical Emergency Procedures

1. In case of a life and death situation, contact 911. All accidents and medical emergencies, no matter how slight, must be reported to the **Company Nurse Injury Hotline at 1-888-375-0280**. Company Nurse gathers information over the phone and helps the injured worker access the appropriate medical treatment. If the employee is unable to drive, he or she should have someone drive him or her to the clinic.
2. The Human Resources Office or Supervisor will provide the injured employee with the "Workers' Compensation Claim Form" (DWC 1) and pharmacy prescription fill form within 24 hours of the accident.
3. The employee must complete and submit the "Workers' Compensation Claim Form" (DWC 1) to the Human Resources Office.

4. The employee may only return to work after receipt of a written clearance, from the attending and/or treating physician, has been submitted to the Human Resources Office.

As required by law, ESGVROP/TC carries workers' compensation insurance coverage, to protect employees who are injured on the job. This insurance provides medical, surgical, and hospital treatment, in addition to payment for loss of earnings that result from work-related injuries.

An employee will be referred to a medical provider for authorized medical treatment. In case of a job injury, if an employee wishes to be treated by a personal physician, he or she must have the doctor's signature on file with the Human Resources Office, prior to an injury.

Reasonable Assurance

"Reasonable Assurance" as used in conjunction with continuing school employment, means a written agreement that the employee will perform services again during the ensuing year or term. In order for "reasonable assurance" to exist, the economic terms and conditions of the employment offered to the claimant, after a recess period, must be reasonably the same to employment conditions prior to the recess.

The overriding consideration in determining the eligibility for Unemployment Benefits for any school employee filing a claim during a recess period is whether or not he or she has "reasonable assurance" of returning to work during the next school term.

Each year, ESGVROP/TC employees (both certificated and classified), employed on a less than 12-month basis, are expected to return to work following the recess period, unless notified otherwise. "Reasonable Assurance" letters are mailed to 10-month and 11-month employees, prior to the end of the school year.

Resignation

Employees should provide a written notice of resignation to the Human Resources Office. All ESGVROP/TC property, including student attendance records, grade book(s), and keys to any ESGVROP/TC classroom and/or facilities, must be submitted to the immediate Supervisor or the Human Resources Office, on and/or prior to the final day worked. The employee must stop by the Human Resources Office to sign any required paperwork and arrange for the final paycheck.

Unemployment Insurance

If employment is terminated, or an employee receives a significant reduction in regular work hours, the employee may be eligible to receive unemployment benefits. The employee must file a claim in order to collect this benefit. In case of termination or reduced work hours, the employee must inquire with the Human Resources Office regarding employee rights under the law.

How to File a Claim: http://www.edd.ca.gov/pdf_pub_ctr/de2320m.pdf

Personnel File

All materials to be placed in the Personnel file shall be processed through the administrator responsible for the maintenance of Personnel files.

Review Procedures of Personnel File

1. Leadership personnel with a valid "right to know" or "need to know" may, with the Superintendent's authorization, review an employee's Personnel file.
2. Board members may request to review an employee's file at a Personnel session of the entire Board. The contents of all Personnel files shall be kept in strictest confidence.

3. Personnel files will be reviewed in the office where the files are maintained, unless otherwise approved in writing by the Superintendent or Personnel responsible for maintaining files.
4. Personnel files shall be reviewed within the shortest time possible. Personnel files must never be left unattended or left unfiled overnight.

File Review by Employee

1. Employees wishing to inspect their Personnel file in the Human Resources Office must first contact an administrator from Personnel to set up an appointment. The employee may bring a representative of the employee's choice while reviewing the file.
2. Employees may examine their own Personnel file at a time when they are not required to render service to the district. Such inspection will take place in the office where the files are maintained, during normal business hours, in the presence of Personnel responsible for maintaining files.
3. No materials shall be removed from the file.
4. Any request by an employee to include any materials in the Personnel file must be approved by Personnel responsible for maintaining files.
5. Requests for copies of materials from the Personnel file must be in writing.

Disciplinary Action

Disciplinary action may be initiated by the ESGVROP/TC with the intent to assist in resolving discipline problems through discussion and counseling. Depending on the seriousness of the act, the disciplinary action may include: warning and/or reprimand, change of assignment, change of site, suspension with or without pay, demotion, and up to dismissal. Any action taken will be commensurate with the seriousness of the offense.



East San Gabriel Valley Regional Occupational Program and Technical Center
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EMPLOYEE PERFORMANCE EVALUATION REPORT

PERFORMANCE IMPROVEMENT ADDENDUM ASSISTANCE PLAN

Note: This form must be completed when the Performance Evaluation includes a rating of '1'-Unsatisfactory and /or '2'-Needs improvement, and/or, anytime an employee's job performance requires immediate improvement. This Performance Improvement Addendum Assistance Plan must be attached to the Employee's Evaluation.

Name of Employee: _____ **Location:** _____

Specific Area(s) Needing Improvement:

Assistance and Guidance to be provided to reach Goal(s):

Employee Feedback:

Follow-Up:

If improvement is not met by _____, one or more of the following measures will be implemented:

- _____ Change in Duties
- _____ Change of Worksite
- _____ Reduction in Work Hours
- _____ Suspension without Pay
- _____ Dismissal Notice

EMPLOYEE SIGNATURE

EVALUATOR SIGNATURE

POSITION

POSITION

DATE

DATE

Employee's signature indicates that the Performance Improvement Addendum Assistance Plan has been read and discussed. It does not necessarily indicate agreement. The employee may submit a written response within ten (10) working days to the Human Resources Office.

Faculty and Staff Complaint/Grievance Procedures

1. Informal Level

Before filing a formal written complaint, the concerned party shall make a good faith effort to resolve the complaint with an informal conference.

2. Formal Level

Level I

If the informal process fails to resolve the complaint, the concerned party shall complete the "Request for Complaint Review" Form. The complaint form shall be given to the employee's immediate Supervisor. The immediate Supervisor shall notify the Human Resources Office.

Within ten working days of receipt of the written complaint, the Human Resources Office shall meet with the concerned parties to resolve the complaint and communicate the decision. Either party may have a representative present during any of these conferences.

Level II

Within five working days of receipt of the decision from Level I, either party (if not satisfied with the decision at Level I), may appeal the decision to the Superintendent or designee. The appeal shall include a copy of the original complaint form and a brief statement of the reasons for the appeal. Either party may respond to the appeal. The Superintendent or designee shall communicate a decision.

During the Level II period, either party may request and may receive another personal conference. Additional conferences may be held by mutual agreement. Either party may have a representative present during any of these conferences.

Level III

If a complaint is not resolved by the decision rendered at Level II, either party, within five working days of receipt of the decision from Level II, may request that the Board resolve the issue. The party must request a Board hearing by contacting the Superintendent, as Secretary to the Board. The Superintendent shall provide the Board with the parties' statements and a summary of the actions in Levels I and II.

Upon receipt of the appeal from Level II, the Superintendent or designee shall schedule, at the Board's convenience, a closed session at a scheduled Board meeting. Involved parties may be invited to attend the closed session for review of the complaint. Either party may have a representative present during any session. The Board shall make its decision and the Superintendent or designee, will communicate that decision to involved parties. The Board's action shall be final.

Request for Complaint/Grievance Review

Before filing a formal complaint, an employee should make a good faith effort to resolve the complaint informally. All formal complaints must be initiated by completing this form. This form shall be delivered to the appropriate Supervisor and/or the Human Resources Office.

Date _____

Complainant's Name _____

Address _____ Telephone _____

Employee Name (if complaint involves ESGVROP/TC Staff Member)

Nature of Complaint (be as specific as possible)

Complainant's Signature _____ Date _____

Note: A copy of this form will be provided to the Employee, Supervisor, Human Resources Office and/or Superintendent

Leadership Award

Purpose

Staff members are invited to nominate other staff members for the “Leadership Award.” Nominees should be those who have taken initiative and provided leadership and direction to others with a professional, unselfish attitude, and an ability to see the big picture. In addition, in order to qualify for this Award, the employee must have been employed with ESGVROP/TC for a year or more.

The nomination must be based on one (or more) of the following criteria listed:

Beyond the Call of Duty:	Individual performs regular job duties and provides exemplary contribution(s) to the organization.
Networking:	Individual networks with outside organization(s) resulting in new partnership(s) and opportunities for new resources.
Teambuilding:	Individual consistently strengthens and/or assists a team member and/or department.
Problem Solving:	Individual creatively approaches and solves an internal problem furthering departmental growth.
Promoting Growth in Others:	Individual contributes significantly to improving, building, or impacting overall professional growth in others; and promotes professionalism, morale, and goodwill through action(s), attitude, and/or contribution(s).
Instructional Leadership:	Individual is extremely dedicated to putting students first over personal gain, and makes an effort to serve students and the overall program, both in the classroom as well as in the community.
Cost Saving/Efficiency:	Individual has identified a way to cut costs and/or increased efficiency without jeopardizing level of service provided.

Nomination Form

Complete the nomination form available online at www.esgvrop.org with a detailed explanation and specifics as it relates to one or more of the above criteria. Submit your form to the Human Resources Office for approval. Nominees will be invited to the Joint Board of Management meeting to accept an Award and receive recognition.

Faculty and Staff Continuous Evaluation Procedures

Employee performance evaluations are an important part of personnel practices to provide employees with the necessary support and resources to become successful and productive employees to meet the organization's overall mission. The purpose of evaluations is to communicate expected standards of performance in a fair and objective manner. It provides an opportunity for the supervisor and employee to discuss expectations, standards, area(s) for improvement, and career development opportunities.

Support and Leadership Staff

Newly hired classified employees must be evaluated **within the first two (2) months** of their employment **followed by a 5-month** evaluation during their probationary period. A satisfactory evaluation is required prior to the employee gaining permanent status. Probationary status may be extended based upon the evaluation and recommendation of the supervisor.

Annual evaluations must be conducted and completed for all classified and leadership staff in positions that support the post-secondary division in compliance with COE accreditation standards.

"New" Secondary and Post-Secondary Certificated Teachers

Secondary and post-secondary teachers with preliminary CTE teaching credentials must be evaluated **once a semester** utilizing the prescribed Credential Program Sponsor evaluation form and document their monthly support and communication on the feedback contact log.

Post-Secondary Teachers

All teachers and faculty members providing **post-secondary** instruction, must be evaluated **annually** in compliance with COE accreditation standards.

Secondary Teachers

<i>Years of Employment</i>	<i>Evaluation Frequency</i>
Less than 3 years	Semi-annually for preliminary credential holders Annually for clear credential holders
4 – 9 years	Every other year
10 years or more	Every five years

While annual goal setting and performance evaluations should be conducted and completed according to the required timelines, supervisors are expected to perform unscheduled evaluations at any time they feel that an employee needs direction. Expectations along with recommended strategies for improvement must be documented on the Performance Improvement Assistance Plan. A follow-up evaluation must be scheduled and conducted within 45 days to discuss and document progress towards improvement. Unscheduled evaluations are included in the employee's personnel file, following the same process as a scheduled evaluation.

EVALUATION TIMELINES

<i>August to October 15</i>	Staff members submit their annual SMART goals to the supervisor. Supervisor reviews the goals and discuss revisions if necessary. The supervisor signs the SMART Goals Form and retains a copy.
<i>August to October 15</i>	Supervisors familiarize themselves with the evaluation forms, organizational and departmental objectives. Supervisors plan, calendar and conduct meetings with employees to review, discuss, and approve established annual goals.
<i>August to December 15</i>	Monthly communication and observations for teachers holding preliminary teaching credentials must be documented once a semester utilizing the CTE Contact Log. Evaluations for preliminary credential holders for the Fall Semester must be conducted prior to December 15 and documented utilizing the CTE Evaluation Form.
<i>August to April 30</i>	<p>Supervisors maintain documentation of ongoing feedback and coaching of staff throughout the year. Staff is provided with constructive feedback from which they can effect personal growth, positive change, and improve mutual trust and respect. The evaluator provides clear, direct and honest communication to staff pertaining to areas of growth or improvement.</p> <p>If serious performance issues exist, the supervisor will provide clear directions, suggestions, and strategies which must be discussed and documented on the Performance Assistance Plan. The evaluator will conduct a follow-up conference within 45 days to discuss progress.</p>
<i>December 15 to April 30</i>	<p>Evaluators continue data gathering and observation of progress towards objectives. Evaluations forms are completed, reviewed, and discussed with the employee.</p> <p>The employee's signature on the evaluation document does not signify that the employee agrees with the evaluation, only that he or she has reviewed it. The employee has the option to add a statement to the evaluation clarifying any assertion or statement the employee feels may affect any future reader's impression of the evaluation.</p>
<i>May 31 to June 30</i>	Evaluations are submitted to HR upon completion of the evaluation process for placement in the employee's personnel file. Both supervisor and employee retain copies. All evaluations will be included in the employee's Personnel file, signed or not, unless the Superintendent directs otherwise.

Evaluation forms are provided to employees by the Supervisor and are available online at www.esgvrop.org.

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

CERTIFICATED EMPLOYEE PRE-EVALUATION GOAL SETTING OBJECTIVES

Employee:		Position:		
Date:		Work Location:		
OBJECTIVES				
<u>Objectives</u>	Strategies: Activities, Methods, and Processes	Expected Date of Completion:	Evidence of Achievement:	Progress Reviewed:
(What do you expect to achieve?) List 2 – 3	(How do you expect to do it?)	(When will it be completed?)	(How will you know that you met your objective?)	(Comment Section for Supervisor)

The above objectives have been mutually agreed upon by both the Certificated Employee and Supervisor.

Signature: _____

Date: _____

Signature: _____

Date: _____

East San Gabriel Valley Regional Occupational Program and Technical Center

ROP INSTRUCTOR LEARNING SNAPSHOT

Instructor: _____

Evaluator: _____

Date of Evaluation: _____

Course: _____

Topic Covered: _____

School Site: Del Norte
 Other _____

Check only those that apply and add comments in the space provided

CLASSROOM ENVIRONMENT / CLASSROOM MANAGEMENT:

- | | | |
|-------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Meet Needs of Student/Lesson | <input type="checkbox"/> Safe Environment | <input type="checkbox"/> Clean/Neat |
| <input type="checkbox"/> Greet Students at Door | <input type="checkbox"/> Learning Objective on Board | <input type="checkbox"/> Warm-up Activity on Board |
| <input type="checkbox"/> Standards on Board | <input type="checkbox"/> Seating Chart | |

SPECIFIC OBSERVATIONS:

INSTRUCTOR IS:

- | | | |
|----------------------------------------------------------|---------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Lecturing | <input type="checkbox"/> Demonstrating | <input type="checkbox"/> Small Group Instruction |
| <input type="checkbox"/> Uses Differentiated Instruction | <input type="checkbox"/> Test/Skills Review | |

SPECIFIC OBSERVATIONS:

STUDENTS ARE:

- | | | |
|-------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Engaged in Learning | <input type="checkbox"/> Reviewing Skills | <input type="checkbox"/> Applying Workplace Skills |
| <input type="checkbox"/> Individual/Independent Work | <input type="checkbox"/> Formative Assessment | <input type="checkbox"/> Summative Assessment |
| <input type="checkbox"/> Individual Projects/Research | <input type="checkbox"/> Group Projects/Research | <input type="checkbox"/> Group Problem Solving |
| <input type="checkbox"/> Worksheets | <input type="checkbox"/> Individual/Group Presentations | <input type="checkbox"/> Self/Peer Assessments |

SPECIFIC OBSERVATIONS:

CLASSROOM CHECKLIST

To be completed within the first 2 weeks of school

WASC/COE Binder

- Course Outline
- Lesson Plan
- Training Plan
- Advisor List (minimum of 2 advisors)
- Articulation List

Other Requirements

- Sexual Harassment Policy Posted
- Anti-Bullying Policy Posted
- Emergency Plan/Exits Posted
- Mission Statement Posted
- E-2 (Spring)
- Sub Binder (date) _____ (Sup. Init) _____

Classroom Files

- Emergency Forms
- Internet Use Agreement
- Cyber-Bullying Lesson
- Health/Safety Lesson
- Internet Safety Policy
- Classroom Rules & Regulations
- Dress Code
- Photo Release
- Parent/Student Contract (H.S.)

COMMENTS

East San Gabriel Valley Regional Occupational Program and Technical Center

INSTRUCTOR PERFORMANCE EVALUATION REPORT



Instructor: _____

Evaluator: _____

Date of Evaluation: _____

Evaluation Period: _____ to _____
Mo/Yr. Mo/Yr.

Course: _____

INSTRUCTIONS: This document provides descriptions of activities, which relate to ESGVROP/TC's philosophy of effective instruction. Understanding that there are various acceptable methods and techniques of sound education, this is to be used as a guide sheet to aid the evaluator in observing and evaluating the instructor's performance, objectively and fairly. Provide your evaluation as to how this employee has performed relative to each factor listed; concentrate on one factor at a time and circle the appropriate rating; and use the comments to provide a brief explanation. Ratings below a three (3), require that the Performance Assistance Plan is attached.

Rating Scale: 1 – Unsatisfactory; 2 – Needs Improvement; 3 – Satisfactory; 4 – Strong; 5 – Outstanding; N/A - Not Applicable

EVALUATION AREA	RATING	COMMENTS
TEACHING – LEARNING ENVIRONMENT		
A. Develops and maintains clear and factual daily lesson plans integrated with instructional goals, academics, CTE standards, and organized learning activities, making full use of class time. Provides/displays daily learning objectives to students.	3 - Satisfactory	
B. Teaches relevant competencies according to the CDE approved course outline and California CTE standards preparing students for industry certification, entry-level employment and/or post-secondary opportunities.	3 - Satisfactory	
C. Develops and maintains a current course syllabus that includes clear and fair grading and assessment procedures based on industry, and aligned to CTE and academic standards. A current copy is contained in the Accreditation/Compliance binder that resides in the instructional classroom.	3 - Satisfactory	
D. Aligns instruction to facilitate articulation to post-secondary institutions.	3 - Satisfactory	
E. Utilizes effective classroom management techniques and student supervision	3 - Satisfactory	
F. Maintains a clean and safe learning environment.	3 - Satisfactory	
G. Utilizes effective and various teaching strategies to provide all students with opportunities to achieve success.	3 - Satisfactory	
H. Assesses student achievement of CTE and academic standards utilizing the Course and Individualized Training Plans (ITP). A current copy is contained in the Accreditation/Compliance binder that resides in the instructional classroom.	3 - Satisfactory	
I. Provides supervised work site learning opportunities in compliance with Title V Regulations	3 - Satisfactory	
J. Maintains student files and attendance for CVE/CC classes in compliance with Title V and organizational policies and procedures.	3 - Satisfactory	
K. Maintains an updated substitute folder that includes clear and factual substitute lesson plans, emergency procedures, list of key personnel with phone numbers, bell schedule, dismissal information, class lists for attendance purposes, and other pertinent information to ensure continued student learning during absences.	3 - Satisfactory	

ADMINISTRATION OF DUTIES	RATING	COMMENTS
A. Accurately completes and submits attendance and grades by the required deadlines.	3 - Satisfactory	
B. Accurately completes and submits all ROP required student and programmatic data by required deadlines (e.g. student follow-up data, SAP reports, labor market surveys, workplace readiness tools, etc.)	3 - Satisfactory	
C. Organizes and attends Business Advisory Committee meetings annually (secondary) or semiannually (post-secondary) with minimum of three (3) advisors in attendance to review/update curriculum.	3 - Satisfactory	
D. Develops, maintains, and nurtures business partnerships for student work-based learning opportunities (CC/CVE/Job Shadowing).	3 - Satisfactory	
E. Attends Department/Industry Sector meetings and participates in planning and implementation of course sequencing within Career Pathway.	3 - Satisfactory	
F. Maintains and annually updates the Accreditation/Compliance binder with required information, including (but not limited to) syllabus, lesson plans, student assessments and work samples, local labor market survey, current course outline, and Advisory Committee Meeting Minutes.	3 - Satisfactory	
G. Attends staff development, job fairs, recruitment events, and other required meetings and trainings.	3 - Satisfactory	
H. Responds to phone and email communication in a timely and professional manner.	3 - Satisfactory	
I. Adheres to ESGVROP/TC policies and procedures.	3 - Satisfactory	
J. Maintains accurate inventory and reports lost, misplaced, or stolen items immediately.	3 - Satisfactory	
K. Actively promotes programs and recruits students utilizing various outreach strategies (e.g. Open House, Back-to-School Night, Social Media, High School Presentations, Job Fairs) to maintain sufficient student enrollment.	3 - Satisfactory	
L. Ensures grant outcomes (if applicable) are met by the required deadlines.	3 - Satisfactory	
POST-SECONDARY ONLY:	RATING	COMMENTS
M. Maintains student attrition rate of 60% or higher.	3 - Satisfactory	
N. 95% of students take an industry-specific certification exam (if applicable).	3 - Satisfactory	
O. Student licensure exam rate of 70% or higher	3 - Satisfactory	
P. Student Job Placement Rate of 70% or higher.	3 - Satisfactory	
Additional Comments: (Attach Performance Assistance Plan for Ratings less than 3)		

Instructor's Signature: _____

Date: _____

(My signature indicates that I have discussed this evaluation with my Supervisor and have received a copy)

Evaluator's Signature: _____

Date: _____

Signature of Reviewing Administrator: _____

Date: _____

Date Received for filing in the Personnel Department: _____

**DEFINITION OF RATINGS USED ON
CERTIFICATED STAFF EVALUATION FORM**

1. UNSATISFACTORY

The instructor demonstrates inadequate performance and does not meet job requirements. Instructor has demonstrated inability or unwillingness to improve or meet expectations.

Specific examples of unsatisfactory performance must be identified, including dates, times, and/or places/events. An Assistance Plan must be written, if the individual is to remain as an ROP employee.

2. NEEDS IMPROVEMENT

The instructor performs below the acceptable level in this area. Improvement is needed and increased effort required. The instructor and administrator together should determine special training or specific improvements needed to bring performance to the acceptable level.

Specific examples of unsatisfactory performance must be identified, including dates, times, and/or places/events. An Assistance Plan must be written, if the individual is to remain as an ROP employee.

3. SATISFACTORY

The instructor meets all the basic job requirements in this area in such a manner as to reflect full understanding of all position functions, and he or she demonstrates consistently satisfactory performance. This is a good rating and probably the most commonly indicated.

4. STRONG

The instructor meets all job requirements in this area and frequently performs at a level beyond that normally expected. This rating indicates a thorough knowledge of the assigned job, with duties performed at a high level of initiative and innovation. **Specify contributions and/or examples must be identified.**

5. OUTSTANDING

The instructor demonstrates mastery of every element of the performance indicator or standard and consistently performs at a level well beyond that normally expected. This level of performance approaches the best that the ROP might possibly expect of an instructor.

Extraordinary and unique contributions and/or examples are typical of this rating and should be specifically identified when this rating is assigned.

Each item on the Instructor Performance Evaluation Report document must be ranked according to the definitions provided above. Each rating of a 1, 2, 4 or 5 must specify and/or explain why the rating number was selected. Ratings 1 or 2 require the documentation of a Performance Improvement Plan document signed by the supervisor and employee.

CERTIFICATED STAFF EVALUATION
QUALITY INDICATORS

1. TEACHING – LEARNING ENVIRONMENT

- A. Develops and maintains clear and factual daily lesson plans integrated with instructional goals, academics, CTE standards, and organized learning activities, making full use of class time. Provides/displays daily learning objectives to students.**

Quality Indicators

1. Demonstrates the ability to organize and present instruction in a manner that will promote optimal learning opportunities.
2. Clearly states the lesson objective for each activity.
3. Plans and adapts successive lessons and activities based on a variety of learning modalities and the ongoing success of student performance.
4. Assures an appropriate learning climate through proper teaching techniques and through the redirection of instructional errors.
5. Bases the instructional plan on observation and assessment data.
6. Presents a variety of materials and activities that challenges and stimulates students and provides frequent feedback of successes.
7. Uses a system of planned instructional progressions, which ranges from demonstration to independent practice, with authentic assessment.
8. Assesses student performance in relation to posted or printed examples of expected outcomes.
9. Provides challenges within a range of activities that serve to stimulate and motivate students.
10. Demonstrates the ability to organize and present lessons so that students are aware of specific requirements.
11. Displays samples of students' work.
12. Provides smooth transitions between lessons and specific/timely feedback.
13. Uses time effectively in preparing lessons, organizing materials and grading papers, prior to each instructional day.
14. Ensures that the classroom space is arranged so that it facilitates individual and group instruction, with student work areas arranged to reduce interfering behaviors and distractions.
15. Organizes instructional activities to maximize time on task.

- B. Teaches relevant competencies according to the CDE approved course outline and California CTE standards preparing students for industry certification, entry-level employment and/or post-secondary opportunities.**

Quality Indicators

1. Ensures that related classroom instruction is concurrent and based on skills, knowledge, and attitudes in the occupation for which training is conducted.
2. Assesses student performance in relation to posted or printed examples of expected outcomes.
3. Provides challenges within a range of activities that serve to stimulate and motivate students.
4. Emphasizes concrete experiences and contextual learning.
5. Demonstrates the ability to recognize individual differences in establishing goals that are commensurate with student potential.

6. Demonstrates the ability to correlate classroom instruction with paid on-the-job experiences.

- C. Develops and maintains a current course syllabus that includes clear and fair grading and assessment procedures based on industry, and aligned to CTE and academic standards. A current copy is contained in the Accreditation/Compliance binder that resides in the instructional classroom.**

Quality Indicators

1. Identifies how competencies will be taught through concurrent classroom instruction and on-the-job training experiences.
2. Ensures that course expectations are clearly communicated and evaluated.
3. Presents lessons using a wide variety of instructional materials and activities to increase interest in repetitious concepts needing to be learned.
4. Creates an environment where students can experience a feeling of success, thereby raising the level of students' self-esteem.
5. Provides students with opportunities to achieve success through a variety of experiences, activities, and interactions.

- D. Aligns instruction to facilitate articulation to post-secondary institutions.**

Quality Indicators

1. Attends, collaborates, and participates in articulation meetings.
2. Successfully obtains articulation agreements with post-secondary institutions.
3. Demonstrates the ability to alter activities to meet the demands of new situations or assignments.
4. Collaborates in the change process to facilitate a smooth transition to new situations.
5. Responds and sends information in a timely fashion.
6. Arrives on time to scheduled meetings.
7. Returns calls and e-mails promptly.

- E. Utilizes effective classroom management techniques and student supervision.**

Quality Indicators

1. Demonstrates the ability to use positive, firm, fair, consistent, and appropriate behavior management.
2. Provides supervision for students at all times.
3. Provides methods of classroom behavior management techniques that are appropriate, effective, consistently enforced, and clearly defined.
4. Clearly establishes routines for the classroom.
5. Ensures that the physical room environment facilitates learning.
6. Ensures expectations for student behavior are clearly communicated to students, parents, staff, and administrators.
7. Ensures that relationships with students are based on mutual respect and cooperation.
8. Controls classroom noise so that instructional activities can be conducted and distractions are kept at a minimum.
9. Refrains from emotional overreactions to misbehavior.

F. Maintains a clean and safe learning environment.

Quality Indicators

1. Protects and maintains classroom, furnishings, material and supplies, for their maximum life span.
2. Demonstrates an ability to be assertive with misbehavior.
3. Practices student control and restraint procedures in accordance with applicable ROP and district/school policies.
4. Provides consistent, positive reinforcement of appropriate behavior.
5. Maintains a safe environment appropriate to student levels of functioning and needs.
6. Follows established emergency procedures.
7. Ensures emergency response procedures are posted, discussed, and effectively practiced with students.
8. Documents reportable events relating to student health and safety.
9. Ensures materials are not unfastened on top of cabinets, and that cabinets, when possible, are anchored to walls.
10. Ensures that needed repairs, safety hazards, and phone and intercom system failures are reported immediately.
11. Has rapport with students and establishes relationships with students based on mutual respect and cooperation.
12. Provides an organized and attractive environment conducive to learning.
13. Provides an environment where all students are actively involved in the ongoing curriculum.

G. Utilizes effective and various teaching strategies to provide all students with opportunities to achieve success.

Quality Indicators

1. Demonstrates the ability to organize and present instruction in a manner that will promote optimal learning opportunities for all students, including Special Education and English Language Learners.
2. Bases the instructional plan on observation and assessment data.
3. Ensures that the data collected on students, documents the process of learning and growth; tracks progress toward achievement of instructional objectives.
4. Presents a variety of materials and activities that challenges and stimulates students and provides frequent feedback of successes.
5. Emphasizes concrete experiences and contextual learning.
6. Uses a system of planned instructional progressions, which ranges from demonstration to independent practice, with authentic assessment.

H. Assesses student achievement of CTE and academic standards, using the Course and Individualized Training Plans (ITP). A current copy is contained in the Accreditation/Compliance binder that resides in the instructional classroom.

Quality Indicators

1. Demonstrates the ability to select appropriate sequentially organized learning activities based on student's age, ability and need.
2. Demonstrates expertise in the course curriculum.
3. Demonstrates an ability to organize and present an instructional program that uses specific knowledge gained through training and experience with students.

4. Contributes to the successful development of an A-G approved course outline.
5. Teaches an A-G approved course outline.
6. Teaches and reinforces academic and industry standards.
7. Maintains a current Accreditation/Compliance binder (hard copies or electronically).

I. Provides supervised work-site learning opportunities in compliance with Title V Regulations.

Quality Indicators

1. Maintains up-to-date work-site agreements and submits for board approval annually.
2. Maintains up-to-date contact information of work-site supervisors.
3. Ensures students are adequately supervised while at the work-site.
4. Regularly visits worksites and maintains in constant communication with students and work-site supervisors.
5. Communicates with worksite supervisors regarding student work schedules.
6. Submits completed work readiness tools evidencing student success.
7. Adapts classroom instruction based on work readiness assessment results.

J. Maintains student files for CVE/CC classes in compliance with Title V and organizational policies and procedures.

Quality Indicators

1. Demonstrates knowledge of Title V regulations pertaining to work-based learning.
2. Can produce CC/CVE student files with accurate up-to-date documentation upon request.
3. Demonstrates organizational and follow-through skills.
4. Performs assessments and completes attendance and other reports within set timelines.
5. Follows through on assignments and/or requests made by Supervisor.

K. Maintains an updated substitute folder that includes clear and factual substitute lesson plans, emergency procedures, list of key personnel with phone numbers, lesson plans, bell schedule, dismissal information, class lists for attendance purposes, and other pertinent information to ensure continued student learning during absences.

Quality Indicators

1. Requests substitutes in a timely fashion consistent with established ROP procedures.
2. Demonstrates the ability to provide lessons for substitute instructor which organizes instructional activities to maximize time on task.
3. Provides a substitute lesson plan with pertinent information as to instructional activities, materials, telephone numbers and emergency information.
4. Provides Supervisor with representative copies of substitute lesson plans which are current and available when absent.

2. ADMINISTRATION OF DUTIES

A. Accurately completes and submits attendance and grades by the required deadlines.

Quality Indicators

1. Maintains accurate attendance records and school attendance registers.
2. Submits attendance by the required deadlines.
3. Submits student grades by the required deadlines.

B. Accurately completes and submits all ROP required student and programmatic data by the required deadlines (e.g. student follow-up data, SAP reports, labor market surveys, workplace readiness tools, etc.)

Quality Indicators

1. Demonstrated punctuality with required documents and reports.
2. Informs parents of student progress.
3. Maintains communication with student services staff.
4. Provides students with appropriate support and assistance through conferences, written communication and telephone calls.
5. Follows through on requests made by Supervisor.

C. Organizes and attends Business Advisory Meetings annually (secondary) or semi-annually (post-secondary) with a minimum of three (3) advisors in attendance to review/update curriculum.

Quality Indicators

1. Maintains a current network of business advisors still active in their field.
2. Provides three (3) business advisors or more to annual/semiannual meetings.
3. Initiates, organizes and attends annual/semi-annual required Business Advisory meetings
4. Invites members and coordinates Advisory Committee Meetings by stipulated timelines.
5. Willingly shares ideas, methods and materials.
6. Willingly participates in joint duties and adheres to schedule of meetings.
7. Takes recommendations from advisors in a positive manner.
8. Implements Business Advisory recommendations.

D. Develops, maintains, and nurtures business partnerships for student work-based learning opportunities (CC/CVE/Job Shadowing).

Quality Indicators

1. Establishes and develops positive relationships with employers and worksites.
2. Maintains ongoing communications with worksite supervisors.
3. Seeks out new work-sites that provide students with a strong experience to enhance classroom learning.
4. Maintains and submits work-site agreements for annual board approval.
5. Worksites place students in available jobs upon completion of training.
6. Places prime importance on the needs of students, rather than on personal preferences or convenience.

- E. Attends Department/Industry Sector meetings and participates in planning and implementation of course sequencing within Career Pathway.**

Quality Indicators

1. Actively participates in pathway meetings and contributes to the development of course sequencing and curriculum improvements based on Advisory Committee input.
2. Willingly shares ideas, methods and materials that are implemented.
3. Willingly participates in joint duties and adheres to schedule of meetings.
4. Works collaboratively and brings value-added information to the meetings.
5. Helps with the development of advanced course curriculum.
6. Shows camaraderie in team, peer, and support staff relationships.
7. Assists in developing a cooperative work environment; focuses on positive rather than negative factors.

- F. Maintains and annually updates the Accreditation/Compliance binder with required information, including (but not limited to) syllabus, lesson plans, student assessments and work samples, local labor market survey, current course outline, syllabus, and Advisory Committee Meeting Minutes.**

Quality Indicators

1. Can provide a current syllabus and course outline upon request.
2. Can provide samples of student work and assessments upon request.
3. Displays student work in the classroom.
4. Can produce a copy of the most recent Advisory Committee Minutes.
5. Develops and maintains daily and/or weekly lesson plans.
6. Maintains records of course approval, Advisory meetings, and industry standards.

- G. Attends staff development meetings, job fairs, recruitment events, and other required meetings and trainings.**

Quality Indicators

1. Attends and participates in professional development activities to increase knowledgebase pertaining to effective instruction and current technical competencies related to the career field taught.
2. Is motivated to acquire additional training in technical instructional areas where deficits or gaps appear, so that students are provided a comprehensive instructional program.
3. Actively participates in school and recruitment activities (e.g. Open House, Back to School, Campus Tours, Job Fairs, Recruitment Events, Career Days.)
4. Promotes ROP/CTE program(s) and serves as a resource for the school, staff and community.

- H. Responds to phone and email communication in a timely and professional manner.**

Quality Indicators

1. Returns phone calls promptly.
2. Checks and responds to ROP email within 48 hours.
3. Communicates in a professional manner.

4. Follows through on requests made by Supervisor

I. Adheres to ESGVROP/TC Policies and Procedures

Quality Indicators

1. Is familiar and follows appropriate laws and ROP/school district policies, regulations and procedures, as they relate to instructor, classroom and school operations.
2. Has a basic knowledge of laws concerning students' rights and discipline.
3. Follows administrative directives.
4. Acts in accordance with policies, procedures and laws governing the ROP and school site.
5. Demonstrates the ability to take direction in a positive manner and acts upon it to show improvement.
6. Demonstrates the ability to present a professional appearance in meeting the responsibilities of the assignment.
7. Obtains Supervisor's approval, consistent with ROP procedures, as it relates to purchasing, reimbursements, field trip requests, and requests for in-service.
8. Informs Supervisor of changes in activities that were initially approved by the Supervisor

J. Maintains accurate inventory and reports lost, misplaced, or stolen items immediately.

Quality Indicators

1. Maintains a log of equipment and report any equipment is lost, stolen or misplaced.
2. Secures equipment daily before leaving the classroom.
3. Keeps Supervisor informed about school and/or class-related matters.
4. Informs the Supervisor and campus administration of foreseeable problems.

K. Actively promotes programs and recruits students utilizing various outreach strategies (e.g. Open House, Back-to-School Night, Community Events, Student Referrals, Social Media, High School Presentations, Job Fairs) to maintain sufficient student enrollment.

Quality Indicators

1. Actively participates in recruitment events.
2. Coordinates field trips for senior students to visit programs at Del Norte campus.
3. Maintains enrollment of 15 or more students.
4. Represents ROP in a positive and professional manner.
5. Utilizes alumni and current students to promote program.

L. Ensures grant outcomes (if applicable) are met by the required deadlines.

Quality Indicators

1. Actively participates and contributes to grant funding required activities and outcomes.
2. Submits accurate and reliable data and reports by the required deadlines.
3. Ensures expenditures meet grant guidelines, objectives, and outcomes.
4. Communicates regularly and clearly with grant management staff.
5. Requests assistance when needed to ensure outcomes are met.

6. Meets or exceeds targeted outcomes.

Additional quality indicators applicable to post-secondary faculty:

M. Maintains student attrition rate of 60% or higher.

Quality Indicators

1. Incorporates various teaching strategies and learning activities to accommodate different learning styles.
2. Provides opportunities for students who are struggling with materials.
3. Encourages teamwork and encourages advanced students to mentor students who are struggling.
4. Uses student assessment data to improve lesson plans and instruction.
5. Refers students with insufficient academic progress to student services for assistance and additional support.

N. 95% of students take an industry specific certification exam, when applicable.

Quality Indicators

1. Provides opportunities for students to collaborate for study sessions.
2. Motivates and encourages students to sit for a certification exam.
3. Meets or exceeds student licensure rates of 70%.

O. Student licensure rate of 70% or higher

1. Provides instruction in current industry skills and knowledge requirements.
2. Utilizes a variety of teaching strategies and incorporates hands-on activities.
3. Utilizes student assessment data to improve and update lesson plans.
4. Provides instruction in test taking strategies.
5. Instills confidence and motivates all students to succeed.

P. Student Job Placement Rate of 70% or higher

Quality Indicators

1. Seeks and maintains current contacts with employers who are hiring.
2. Submits accurate and completed Employment Verification Forms to Career Services for recording as required.
3. Maintains contact with graduated students to obtain updated information.
4. Invites graduated students employed in the field as guest speakers.

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

TOSA EMPLOYEE PRE EVALUATION GOAL SETTING OBJECTIVES

Employee:		Position:		
Date:		Work Location:		
OBJECTIVES				
<u>Objectives</u>	Strategies: Activities, Methods, and Processes	Expected Date of Completion:	Evidence of Achievement:	Progress Reviewed:
(What do you expect to achieve?) List 2 – 3	(How do you expect to do it?)	(When will it be completed?)	(How will you know that you met your objective?)	(Comment Section for Supervisor)

The above objectives have been mutually agreed upon by both the TOSA and Supervisor

Signature: _____

Date: _____

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

TEACHER ON SPECIAL ASSIGNMENT (TOSA) OBSERVATION SNAPSHOT

Employee: _____

Evaluator: _____

Date: _____

School/Worksite: _____

Check only those that apply and add comments in the space provided

1. CREATES A POSITIVE WORKING ENVIRONMENT:

- | | | |
|-------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Uses time wisely | <input type="checkbox"/> Observes rules & procedures | <input type="checkbox"/> Safe environment |
| <input type="checkbox"/> Conforms to work hours | <input type="checkbox"/> Accepts constructive criticism well | <input type="checkbox"/> Flexibility is evident |
| <input type="checkbox"/> Clean/neat work station/area | <input type="checkbox"/> Greets staff, students & visitors in a professional manner | <input type="checkbox"/> Other: _____ |

COMMENTS:

2. EMPLOYEE:

- | | | |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Is a self-starter | <input type="checkbox"/> Practices newly acquired skills | <input type="checkbox"/> Task-oriented |
| <input type="checkbox"/> Shows initiative | <input type="checkbox"/> Engages in assignment/task | <input type="checkbox"/> Is flexible; can adapt to changes in work routine |
| <input type="checkbox"/> Applies new skills without continuously asking for guidance | <input type="checkbox"/> Works with minimal supervision | <input type="checkbox"/> Takes advantage of opportunities for self-improvement |
| <input type="checkbox"/> Cooperates with others in work situations | <input type="checkbox"/> Accepts direction without resentment | <input type="checkbox"/> Other: _____ |

COMMENTS:

3. ACTIVITIES:

- | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Individual work | <input type="checkbox"/> Short & long-term projects/research | <input type="checkbox"/> Open-ended problem-solving |
| <input type="checkbox"/> Hands-on learning | <input type="checkbox"/> Computation skills | <input type="checkbox"/> Discussion of self /peer assessments |
| <input type="checkbox"/> Budgetary skills | <input type="checkbox"/> Data analysis | <input type="checkbox"/> Concise Reports |
| <input type="checkbox"/> Performs job accurately and thoroughly | <input type="checkbox"/> Meets deadlines & schedules for assignments | <input type="checkbox"/> Possesses the knowledge and skills to carry out work assignments |
| <input type="checkbox"/> Uses sound judgment | <input type="checkbox"/> Shows pride in work performed | <input type="checkbox"/> Other: _____ |

COMMENTS:

TEACHER ON SPECIAL ASSIGNMENT (TOSA) PERFORMANCE EVALUATION REPORT

Instructor: _____

Evaluator: _____

Date of Evaluation: _____

Evaluation Period: _____ to _____
Mo/Yr Mo/Yr

TOSA Assignment: _____

INSTRUCTIONS:

This form provides descriptions of activities, which relate to ESGVROP/TC's philosophy of exceptional performance on the job. It is to be used as a guide sheet to aid the evaluator in observing and evaluating the TOSA's performance objectively and fairly. Provide your evaluation as to how this employee has performed relative to each factor listed. Concentrate on one factor at a time and circle the appropriate rating. Use the comments to provide a brief explanation.

Rating Scale: 1 – Unsatisfactory; 2 – Needs Improvement; 3 – Satisfactory; 4 – Strong; 5 – Outstanding; N/A - Not Applicable

EVALUATION AREA	RATING	RATING	COMMENTS
1. QUALITY OF WORK			
A. Collects and analyzes data to influence program development and progression	1 2 3 4 5	N/A	
B. Collects and utilizes multiple sources of information to assess program needs	1 2 3 4 5	N/A	
C. Communicates program information to District personnel	1 2 3 4 5	N/A	
D. Serves as a resource for District personnel	1 2 3 4 5	N/A	
E. Designs short and long term plans to foster program improvement	1 2 3 4 5	N/A	
F. Effectively uses materials, time, and resources	1 2 3 4 5	N/A	
G. Maintains a clean and safe environment	1 2 3 4 5	N/A	
H. Displays positive relations with outside agencies, school districts, and other ROPs	1 2 3 4 5	N/A	
I. Follows schedules	1 2 3 4 5	N/A	
J. Is flexible in responding to changing requirements and job assignments	1 2 3 4 5	N/A	
	1 2 3 4 5	N/A	
2. WORK HABITS AND ATTITUDE			
A. Adheres to ESGVROP/TC's policies and procedures	1 2 3 4 5	N/A	
B. Communicates effectively with co-workers	1 2 3 4 5	N/A	
C. Participates in professional growth activities	1 2 3 4 5	N/A	
D. Ability to work independently (as required)	1 2 3 4 5	N/A	
E. Enthusiasm (exhibits a positive and cooperative attitude)	1 2 3 4 5	N/A	
F. Adheres to timelines; submits reports and/or paperwork on time	1 2 3 4 5	N/A	
3. PERSONAL CHARACTERISTICS			
A. Is dependable and punctual	1 2 3 4 5	N/A	
B. Maintains a cooperative working relationship with others	1 2 3 4 5	N/A	
C. Takes direction in a positive manner	1 2 3 4 5	N/A	
D. Deals effectively with conflict situations	1 2 3 4 5	N/A	
E. Demonstrates flexibility	1 2 3 4 5	N/A	
F. Presents a professional appearance	1 2 3 4 5	N/A	
G. Seeks assistance and support when needed	1 2 3 4 5	N/A	

1. What are the TOSA's area(s) of greatest strength? Specify examples of outstanding performance and/or qualities, which should be maintained and continued.

2. In what area(s) does the TOSA need to improve performance and what steps should be taken to improve performance?
(Provide specific examples)

3. Additional comments:

TOSA's Signature: _____ Date: _____

(My signature indicates that I have discussed this evaluation with my Supervisor and have received a copy)

Evaluator's Signature: _____ Date: _____

Signature of Reviewing Administrator: _____ Date: _____

Date Received for Filing in the Human Resources Office: _____

**DEFINITION OF RATINGS USED ON
TOSA (TEACHER ON SPECIAL ASSIGNMENT)
EVALUATION FORM**

1. UNSATISFACTORY

The TOSA demonstrates inadequate performance and does not meet job requirements. The TOSA has demonstrated unwillingness or inability to improve or meet expectations. **Specific examples of unsatisfactory performance must be identified, including dates, times, and/or places/events. An Assistance Plan must be written, if the individual is to remain as an ROP employee.**

2. NEEDS IMPROVEMENT

The TOSA performs below the acceptable level in this area. Improvement is needed and increased effort required. The TOSA and administrator together should determine special training or specific improvements needed to bring performance to the acceptable level. **Specific examples of unsatisfactory performance must be identified, including dates, times, and/or places/events. An Assistance Plan must be written, if the individual is to remain as an ROP employee.**

3. SATISFACTORY

The TOSA meets all the basic job requirements in this area in such a manner as to reflect full understanding of all position functions, and he or she demonstrates consistently satisfactory performance. This is a good rating and probably the most commonly indicated.

4. STRONG

The TOSA meets all job requirements in this area and frequently performs at a level beyond that normally expected. This rating indicates a thorough knowledge of the assigned job, with duties performed at a high level of initiative and innovation. **Specify contributions and/or examples must be identified.**

5. OUTSTANDING

The TOSA demonstrates mastery of every element of the performance indicator or standard and consistently performs at a level well beyond that normally expected. This level of performance approaches the best that the ROP might possibly expect of a TOSA. **Extraordinary and unique contributions and/or examples are typical of this rating and should be specifically identified when this rating is assigned.**

Each item on the TOSA Performance Evaluation Report document must be ranked according to the definitions provided above. Each rating of a 1, 2, 4 or 5 must specify and/or explain why the rating number was selected. Ratings 1 or 2 require the documentation of a Performance Improvement Plan document signed by the supervisor and employee.

**TEACHER ON SPECIAL ASSIGNMENT (TOSA)
CERTIFICATED STAFF EVALUATION
QUALITY INDICATORS**

1. QUALITY OF WORK

A. COLLECTS AND ANALYZES DATA TO INFLUENCE PROGRAM DEVELOPMENT AND PROGRESSION

Demonstrates the ability to effectively collect and analyze data to influence program development and progression

Quality Indicators

1. Is highly proactive in collecting and analyzing data to influence program development and progressions
2. Effectively communicates and presents data information to District and staff
3. Analyzes data, both individually and with staff, to influence program development and progressions
4. Uses available technologies and resources to assist in the analysis of data
5. Establishes protocol in the analysis of data

B. COLLECTS AND UTILIZES MULTIPLE SOURCES OF INFORMATION TO ASSESS PROGRAM NEEDS

Demonstrates the ability to use a variety of sources to collect information, as well as several appropriate assessment strategies, to assess program needs

Quality Indicators

1. Uses multiple sources of information and a wide range of appropriate assessment strategies to assess program needs
2. Completes reports with specific information on program needs
3. Researches program needs in a timely manner
4. Obtains staff input in the final report

C. COMMUNICATES PROGRAM INFORMATION TO DISTRICT PERSONNEL

Demonstrates the ability to effectively communicate program information to the ROP and staff

Quality Indicators

1. Provides the District and staff information that is clear, concise, and complete
2. Follows established procedures for preparing and submitting reports
3. Consults with District and staff to determine the District's needs

D. SERVES AS A RESOURCE FOR DISTRICT PERSONNEL

Demonstrates the ability to serve as a resource for District personnel and effectively communicates and shares data with staff

Quality Indicators

1. Knows the characteristics, uses, benefits and limitations of different types of assessments

- and/or data collection
- 2. Collects data from a variety of sources and uses this data to assess program needs
- 3. Actively seeks out new resources from a wide range of sources

E. DESIGNS SHORT AND LONG TERM PLANS TO FOSTER PROGRAM IMPROVEMENT

Implements a short and long term plan which is highly proactive and consistent with the goals of the ROP

Quality Indicators

- 1. Anticipates and responds to the ROP's needs, when preparing short and long term plans, following established procedures
- 2. Involves staff in the development and implementation of short and long term plans for program improvement
- 3. Utilizes data and multiple sources of information to assess program needs

F. EFFECTIVELY USES MATERIALS, TIME, AND RESOURCES

Demonstrates the ability to make effective use of materials, time, and resources

Quality Indicators

- 1. Uses time effectively in preparing reports, and when organizing data and materials
- 2. Tracks progress toward the achievement of objectives
- 3. Organizes activities to maximize time on task
- 4. Provides smooth transitions between tasks

G. MAINTAINS A CLEAN AND SAFE ENVIRONMENT

Maintains a safe environment appropriate to the function and needs of the position; follows established emergency procedures; maintains a work place that is functional and clean

Quality Indicators

- 1. Keeps the work area free of debris and neat in appearance
- 2. Ensures work area is safe from hazards that could endanger the employee or others. Ensures work area is pleasant in appearance and promotes efficiency
- 3. Ensures that emergency fire and earthquake procedures are posted
- 4. Ensures that materials are not overhead on cabinets and that cabinets, when possible, are anchored to a wall
- 5. Ensures that needed building repairs, safety hazards, and phone and intercom system failures are appropriately reported for repair

H. DISPLAYS POSITIVE RELATIONS WITH OUTSIDE AGENCIES, SCHOOL DISTRICTS, AND OTHER ROPs

Maintains a positive working relationship with outside agencies, school districts, and other ROPs

Quality Indicators

- 1. Facilitates a positive, supportive, and professional relationship with individuals
- 2. Maintains confidentiality and is discrete with information obtained during workday
- 3. Focuses on positive rather than negative factors of job assignment(s)

I. FOLLOWS SCHEDULES

Demonstrates the ability to maintain and adhere to schedules for projects and/or reports

Quality Indicators

1. Ensures that schedules are met and/or apprise the Supervisor of changes
2. Prepares a detailed schedule of activities for review by others

J. IS FLEXIBLE IN RESPONDING TO CHANGING REQUIREMENTS AND JOB ASSIGNMENTS

Demonstrates an ability to adapt to changing conditions within the workplace

Quality Indicators

1. Deals with changing conditions without discord or anger
2. Provides information to Supervisor about the effects of change on projects, timelines and conditions
3. Acts as part of a team

2. WORK HABITS AND ATTITUDE

A. ADHERES TO ESGVROP/TC POLICIES AND PROCEDURES

Acts in accord with policies, procedures and laws, governing the ROP

Quality Indicators

1. Is familiar with appropriate laws, and ROP/school district policies and procedures, as they relate to the employee's role within the organization
2. Has a basic knowledge of laws concerning confidentiality of data as it relates to students and district staff
3. Follows administrative directives
4. Follows ROP procedures, District policies, regulations and/or administrative regulations

B. COMMUNICATES EFFECTIVELY WITH CO-WORKERS

Demonstrates sensitivity and clarity when communicating with co-workers

Quality Indicators

1. Works as a team member with co-workers and support staff
2. Reinforces a positive working relationship by demonstrating a sensitivity and positive attitude toward the needs of others
3. Maintains open communications with Supervisor, co-workers, and support staff

C. PARTICIPATES IN PROFESSIONAL GROWTH ACTIVITIES

Plans professional growth experiences which expand and improve performance; is motivated to seek training in areas of deficit

Quality Indicators

1. Has ongoing professional growth objectives
2. Strives to keep abreast of current trends in education and in the career-technical assignment area
3. Participates in non-required professional growth opportunities
4. Attends all required meetings
5. Actively participates in staff and in-service meetings and programs

6. Uses a variety of self-evaluation procedures to assess personal performance

D. ABILITY TO WORK INDEPENDENTLY (AS REQUIRED)

Demonstrates the ability to work without direction when a Supervisor is not available

Quality Indicators

1. Performs job responsibilities without constant supervision by others
2. Willing to initiate projects without being told

E. ENTHUSIASM (EXHIBITS A POSITIVE AND COOPERATIVE ATTITUDE)

Approaches the job duties with enthusiasm and anticipation

Quality Indicators

1. Contributes to a positive atmosphere within the workplace
2. Refrains from contributing to the spreading of rumors or misinformation
3. Maintains a positive and supportive attitude in difficult times

F. ADHERES TO TIMELINES; SUBMITS REPORTS AND/OR PAPERWORK ON TIME

Submits reports on time that are legible and accurate

Quality Indicators

1. Maintains appropriate and ongoing records of data and outside agency contacts
2. Completes all reports correctly and punctually, including, but not limited to, data and survey responses
3. Reports objective and accurate observations and conclusions gathered from data

3. PERSONAL CHARACTERISTICS

A. IS DEPENDABLE AND PUNCTUAL

Demonstrates dependability and punctuality over time

Quality Indicators

1. Demonstrates punctuality with duty assignments
2. Reports to work on time
3. Performs assessments and completes reports within set timelines
4. Orders materials and supplies in a timely fashion prior to depletion of existing supplies
5. Arrives on time to scheduled meetings
6. Returns calls and e-mails promptly
7. Follows through on assignments/requests made by Supervisor

B. MAINTAINS A COOPERATIVE WORKING RELATIONSHIP WITH OTHERS

Demonstrates the ability to maintain a supportive working association with co-workers, and other professionals

Quality Indicators

1. Works collaboratively; shows camaraderie in team, peer and support staff relationships
2. Willingly shares ideas, methods and materials
3. Willingly assists as needed; participates in joint duties and adheres to duty schedules

4. Assists in developing a cooperative work environment; focuses on positive rather than negative factors

C. TAKES DIRECTION IN A POSTIVE MANNER

Demonstrates the ability to take direction in a positive manner and acts upon it to show Improvement.

Quality Indicators

1. Attempts to improve skills through the implementation of suggestions and staff development and/or professional growth activities
2. Investigates new strategies or in-service trainings
3. Demonstrates a general openness toward suggestions and/or directions in areas Related to assignments

D. DEALS EFFECTIVELY WITH CONFLICT SITUATIONS

Demonstrates flexibility to effectively address conflict situations

Quality Indicators

1. Adapts to changes, as needed, in response to conflicts that may arise
2. Consults with the Supervisor to address any conflict(s) so as to minimize the involvement of other staff
3. Actively seeks opportunities for professional growth

E. DEMONSTRATES FLEXIBILITY

Demonstrates the ability to alter activities to meet the demands of new situations or assignments

Quality Indicators

1. Collaborates in the change process to facilitate a smooth transition to new situations
2. Maintains a positive and supportive attitude in difficult circumstances
3. Demonstrates the ability to be flexible in an effort to reach a consensus, when dealing with peers and administration
4. Takes direction from the Supervisor in a positive manner
5. Places prime importance on the needs of others, rather than on personal preferences or convenience

F. PRESENTS A PROFESSIONAL APPEARANCE

Demonstrates the ability to present a professional appearance in meeting the responsibilities of the assignment

Quality Indicators

1. Dresses in a manner that positively represents the profession and the expectations of the ROP, the participating school districts, and the community
2. Recognizes the importance of being a role model to everyone

G. SEEKS ASSISTANCE AND SUPPORT WHEN NEEDED

Demonstrates the ability to seek, without hesitation, assistance and support when needed

Quality Indicators

1. Keeps Supervisor informed about task-related matters
2. Informs Supervisor of foreseeable problems
3. Obtains Supervisor's approval consistent with ROP procedures, as it relates to purchasing, reimbursements, and requests for in-service
4. Informs Supervisor of changes in activities that were initially approved by the Supervisor

EAST SAN GABRIEL VALLEY REGIONAL OCCUPATIONAL PROGRAM AND TECHNICAL CENTER

CLASSIFIED EMPLOYEE PRE EVALUATION GOAL SETTING OBJECTIVES

Employee:		Position:		
Date:		Work Location:		
OBJECTIVES				
<u>Objectives</u>	Strategies: Activities, Methods, and Processes	Expected Date of Completion:	Evidence of Achievement:	Progress Reviewed:
(What do you expect to achieve?) List 2 – 3	(How do you expect to do it?)	(When will it be completed?)	(How will you know that you met your objective?)	(Comment Section for Supervisor)

The above objectives have been mutually agreed upon by both the Classified Employee and Supervisor

Signature: _____

Date: _____

Signature: _____

Date: _____

East San Gabriel Valley Regional Occupational Program and Technical Center
CLASSIFIED OBSERVATION SNAPSHOT

Employee: _____

Evaluator: _____

Date: _____

Work Station: _____

School Site: _____

Check only those that apply and add comments in the space provided

1. CREATES A POSITIVE WORKING ENVIRONMENT:

- | | | |
|-------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Uses time wisely | <input type="checkbox"/> Observes rules & procedures | <input type="checkbox"/> Safe environment |
| <input type="checkbox"/> Conforms to work hours | <input type="checkbox"/> Accepts constructive criticism well | <input type="checkbox"/> Flexibility is evident |
| <input type="checkbox"/> Clean/neat work station/area | <input type="checkbox"/> Greets staff, students & visitors in a professional manner | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

2. EMPLOYEE:

- | | | |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Is a self-starter | <input type="checkbox"/> Practices newly acquired skills | <input type="checkbox"/> Task-oriented |
| <input type="checkbox"/> Shows initiative | <input type="checkbox"/> Engages in assignment/task | <input type="checkbox"/> Is flexible; can adapt to changes in work routine |
| <input type="checkbox"/> Applies new skills without continuously asking for guidance | <input type="checkbox"/> Works with minimal supervision | <input type="checkbox"/> Takes advantage of opportunities for self-improvement |
| <input type="checkbox"/> Cooperates with others in work situations | <input type="checkbox"/> Accepts direction without resentment | <input type="checkbox"/> Other: _____ |

COMMENTS:

3. ACTIVITIES:

- | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Individual work | <input type="checkbox"/> Short & long-term projects/research | <input type="checkbox"/> Open-ended problem-solving |
| <input type="checkbox"/> Hands-on learning | <input type="checkbox"/> Computation skills | <input type="checkbox"/> Discussion of self /peer assessments |
| <input type="checkbox"/> Budgetary skills | <input type="checkbox"/> Data analysis | <input type="checkbox"/> Concise Reports |
| <input type="checkbox"/> Performs job accurately and thoroughly | <input type="checkbox"/> Meets deadlines & schedules for assignments | <input type="checkbox"/> Possesses the knowledge and skills to carry out work assignments |
| <input type="checkbox"/> Uses sound judgment | <input type="checkbox"/> Shows pride in work performed | <input type="checkbox"/> Other: _____ |

COMMENTS:

4. DESCRIBE BEST EVIDENCE OF TEAM BUILDING/COLLEGIALITY WITH THIS EMPLOYEE:

East San Gabriel Valley Regional Occupational Program and Technical Center

CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION REPORT

Employee: _____ Classification: Classified

Date of Evaluation: _____ Program/Location: _____

Evaluation Period: _____ to _____ Evaluator: _____

Type of Evaluation: **Probationary:** **2 mo.** **5 mo.** **Annual** **Special**

INSTRUCTIONS:

Give your evaluation as to how this employee has performed relative to each factor listed. Concentrate on one factor at a time and circle the appropriate rating. Use the comments and suggestions section to explain or qualify your rating.

Rating Scale: 1 – Unsatisfactory; 2 – Needs Improvement; 3 – Satisfactory; 4 – Strong; 5 – Outstanding; N/A - Not Applicable

EVALUATION AREA	RATING	COMMENTS & SUGGESTIONS
1. QUALITY OF WORK		
A. Knowledge of Job Responsibilities	1 2 3 4 5 N/A	
B. Accuracy and Acceptability of Work	1 2 3 4 5 N/A	
C. Communicative Skills: Oral	1 2 3 4 5 N/A	
Written	1 2 3 4 5 N/A	
D. Thoroughness of Work	1 2 3 4 5 N/A	
E. Record keeping (Timeliness and Accuracy of Records and Data Collection)	1 2 3 4 5 N/A	
F. Community Relations (Positive Relations with Outside Agencies, School Districts, and other ROPs)	1 2 3 4 5 N/A	
G. Volume of Work (As Related to Job Requirements)	1 2 3 4 5 N/A	
H. Plans and Organizes Workload Effectively	1 2 3 4 5 N/A	
I. Follows Schedules	1 2 3 4 5 N/A	
2. WORK HABITS AND ATTITUDE		
A. Enthusiasm	1 2 3 4 5 N/A	
B. Ability to Work Independently (as required)	1 2 3 4 5 N/A	
C. Adherence to ESGVROP/TC Policies and Procedures	1 2 3 4 5 N/A	
D. Knowledge and Practice of Safety Rules	1 2 3 4 5 N/A	
E. Maintains a Tidy, Efficient Work Area	1 2 3 4 5 N/A	
F. Willing and Able to Cross-Train Others	1 2 3 4 5 N/A	
3. PERSONAL CHARACTERISTICS		
A. Dependable	1 2 3 4 5 N/A	
B. Punctual	1 2 3 4 5 N/A	
C. Adaptability	1 2 3 4 5 N/A	
D. Accepts Direction	1 2 3 4 5 N/A	
E. Professional Appearance	1 2 3 4 5 N/A	
F. Inter-Personal Relationships (Effectiveness in Working with Supervisors, Other Employees, Students, Public)	1 2 3 4 5 N/A	
G. Professional Development	1 2 3 4 5 N/A	
H. Training of Subordinates	1 2 3 4 5 N/A	
I. Decision Making	1 2 3 4 5 N/A	

1. What are the employee's area(s) of greatest strength? Specify examples of outstanding performance and qualities, which should be maintained and continued.

2. In what area(s) does the employee need to improve performance and what steps should be taken by the employee to improve performance? (Give specific examples)

3. Additional comments:

OVERALL PERFORMANCE RATING

The overall rating must be consistent with factor ratings, comments, and the follow-up conference. There is no formula in computing the overall rating and it need not be an average of the performance factors.
(Rating Scale: 1 – Unsatisfactory; 2 – Needs Improvement; 3 – Satisfactory; 4 – Strong; 5 – Outstanding)

OVERALL RATING:

(Complete for Probationary Employees Only) It is recommended that this employee:

Continue Probationary Period Be granted Regular Status Not be granted Regular Status

Reason:

Employee's Signature:

(My signature indicates that I have discussed this evaluation with my Supervisor and have received a copy)

Date:

Employee's Comments:

Evaluator's Signature:

Date:

Date Received for filing in Human Resources Department:

**DEFINITION OF RATINGS USED ON
CLASSIFIED STAFF EVALUATION FORM**

1. UNSATISFACTORY:

The employee demonstrates inadequate performance and does not meet job requirements. The employee has demonstrated an inability or unwillingness to improve or meet expectations.

Specific examples of unsatisfactory performance must be identified, including dates, times, and/or places/events. An Assistance Plan must be written, if the individual is to remain as an ROP employee.

2. NEEDS IMPROVEMENT:

The employee performs below the acceptable level in this area. Improvement is needed and increased effort required. The Supervisor and employee together should determine special training or specific improvements needed to bring performance to the acceptable level.

Specific examples of unsatisfactory performance must be identified, including dates, times, and/or places/events. An Assistance Plan must be written, if the individual is to remain as an ROP employee.

3. SATISFACTORY:

The employee meets all the basic job requirements in this area in such a manner as to reflect full understanding of all position functions, and he/she demonstrates consistently satisfactory performance. This is a good rating and probably the most commonly indicated.

4. STRONG:

The employee meets all job requirements in this area and frequently performs at a level beyond that normally expected. This rating indicates a thorough knowledge of the job assigned, with duties performed at a high level of initiative and innovation. **Specify contributions and/or examples must be identified.**

5. OUTSTANDING:

The employee has mastered every element of the performance indicator or standard and consistently performs at a level well beyond that normally expected. This level of performance approaches the best the ROP/TC might possibly expect of an employee.

Extraordinary and unique contributions and/or examples are typical of this rating and should be specifically identified when this rating is assigned.

Each item on the Classified Employee Performance Evaluation Report document must be ranked according to the definitions provided above. Each rating of a 1, 2, 4 or 5 must specify and/or explain why the rating number was selected. Ratings 1 or 2 require the documentation of a Performance Improvement Plan document signed by the supervisor and employee.

CLASSIFIED STAFF EVALUATION

QUALITY INDICATORS

1. QUALITY OF WORK

A. KNOWLEDGE OF JOB RESPONSIBILITIES

Demonstrates the ability to perform tasks that are fundamental to the job

Quality Indicators

1. Demonstrates expertise in responsible areas of support
2. Demonstrates an ability to organize and perform specific tasks
3. Is motivated to acquire knowledge of techniques and materials necessary to improve job skills
4. Is familiar with the safe use of tools and/or equipment required to accomplish the tasks associated with the position

B. ACCURACY AND ACCEPTABILITY OF WORK

Performs the tasks associated with the position with accuracy and completeness

Quality Indicators

1. Demonstrates an understanding of the expectations associated with the position
2. Performs job responsibilities to the expectations delineated within job description

C. COMMUNICATIVE SKILLS:

Demonstrates an ability to clearly and effectively communicate thoughts and ideas with those that work with the employee

Quality Indicators

Oral: Demonstrates the fundamental ability to express ideas verbally with enough detail to adequately convey thoughts

Written: Demonstrate the ability to complete the required documents and reports that are required to perform the job responsibilities

D. THOROUGHNESS OF WORK

Demonstrates the ability to complete tasks to the extent necessary so that others can utilize results to the benefit of the organization

Quality Indicators

1. Produces work product that is in a form that others can use
2. Corrects obvious mistakes when they are discovered
3. Considers time as a factor in the completion of tasks
4. Recognizes when to ask questions of others

E. RECORD KEEPING

Maintains records associated with the position that are legible and accurate

Quality Indicators

1. Maintains accurate and up to date records of contact with ROP staff, district staff, and other personnel associated with the position
2. Completes all reports correctly and punctually, including, but not limited to, student records, requisitions, purchase orders, grant documents and assessments
3. Documents reportable events relating to student health and safety

F. COMMUNITY RELATIONS

Supports the Mission of the organization through positive relations with outside agencies, school districts, and other ROPs

Quality Indicators

1. When interacting with other agencies, presents a positive attitude and supports the ROP's Mission
2. Relates the ROP objectives to others effectively
3. Participates in ROP and/or school activities (i.e., Open House, Programs, Committees)
4. Serves as a resource for the ROP, school, and community

G. VOLUME OF WORK

Demonstrates the ability to regulate the volume of work so that time is used effectively

Quality Indicators

1. Uses time effectively
2. Communicates with Supervisor if the amount of work is in excess of ability to complete tasks on time
3. Communicates with Supervisor if the amount of work is insufficient to maintain productivity

H. PLANS AND ORGANIZES WORKLOAD EFFECTIVELY

Demonstrates the ability to plan and organize tasks based upon reasonable priorities

Quality Indicators

1. Collaborates with Supervisor and colleagues to determine the priorities of tasks to be completed
2. Organizes the tools and materials to properly complete the task
3. Asks questions of Supervisor when faced with a change in assumptions or circumstances

I. FOLLOWS SCHEDULES

Demonstrates the ability to maintain and adhere to schedules for projects and/or reports

Quality Indicators

3. Ensures that schedules are met and Supervisor is apprised of changes
4. Prepares a detailed schedule of activities for review by others

2. WORK HABITS AND ATTITUDE

A. ENTHUSIASM

Approaches the job duties with enthusiasm and anticipation

Quality Indicators

4. Contributes to a positive atmosphere within the workplace
5. Refrains from contributing to the spreading of rumors or misinformation
6. Maintains a positive and supportive attitude in difficult times

B. ABILITY TO WORK INDEPENDENTLY

Demonstrates the ability to work without direction when a Supervisor is not available

Quality Indicators

3. Performs job responsibilities without constant supervision by others
4. Willingness to initiate projects without being told

C. ADHERENCE TO ESGVROP/TC POLICIES AND PROCEDURES

Acts in accordance with policies, procedures and laws governing the ROP and school site

Quality Indicators

1. Is familiar with appropriate laws and ROP/school district policies and procedures as they relate to the employee's role within the organization
2. Follows procedures, district policies and regulations, and administrative regulations, established by the ROP and/or school
3. Has a fundamental knowledge of, and adheres to, the laws regarding sexual and other forms of harassment

D. KNOWLEDGE AND PRACTICE OF SAFETY RULES

Maintains a safe environment within the workplace and follows established emergency procedures

Quality Indicators

1. Practices safety in the workplace
2. Participates in organizational safety drills
3. Maintains equipment in safe working order
4. Is aware of safety hazards and works to eliminate them
5. Ensures that needed building repairs, safety hazards, and communication system failures are reported to the appropriate person

E. MAINTAINS A TIDY, EFFICIENT WORK AREA

Maintains a work place that is functional and clean

Quality Indicators

1. Maintains the work area free of debris and neat in appearance
2. Maintains the work area safe from hazards that could endanger the employee or others
3. Maintains the work area pleasant in an appearance that promotes efficiency

3. PERSONAL CHARACTERISTICS

A. DEPENDABLE AND B. PUNCTUAL

Demonstrates dependability and punctuality over time

Quality Indicators

1. Reports to work on time
2. Arrives on time to scheduled meetings
3. Provides information to others in a timely manner
4. Orders materials and supplies and notifies Supervisor when resources are low
5. Returns calls and e-mails promptly
6. Follows through on assignments made by Supervisor
7. Calls in absences promptly

C. ADAPTABILITY

Demonstrates an ability to adapt to changing conditions within the workplace

Quality Indicators

4. Deals with changing conditions without discord or anger
5. Provides information to Supervisor about the effects of change on projects, timelines and conditions
6. Acts as part of a team

D. ACCEPTS DIRECTION

Demonstrates the ability to take direction in a positive manner and takes responsibility for work product

Quality Indicators

1. Attempts to improve skills through the implementation of suggestions and staff development and/or professional growth activities
2. Follows through by investigating and implementing new methods and strategies to complete job responsibilities
3. Demonstrates a general openness toward suggestions and/or direction in areas relating to job duties

E. PROFESSIONAL APPEARANCE

Presents a professional appearance in meeting the responsibilities of the assignment

Quality Indicators

1. Dresses in a manner appropriate to the job assignment and the duties being performed
2. Recognizes the importance of being a role model
3. Dresses for the safe execution of assigned job duties

F. INTER-PERSONAL RELATIONSHIPS

Maintains a positive working relationship with co-workers and agencies

Quality Indicators

4. Facilitates a positive, supportive and professional relationship with individuals
5. Maintains confidentiality and is discrete with information obtained during the workday
6. Reports incidents of health and safety to a Supervisor immediately, when discovered
7. Focuses on positive rather than negative factors of job assignments

G. PROFESSIONAL DEVELOPMENT

Seeks out new opportunities for improvement

Quality Indicators

1. Develops ongoing professional growth objectives
2. Strives to keep abreast of current trends within the industry
3. Attends all required meetings associated with the job responsibilities
4. Actively participates in staff in-service meetings and programs

H. TRAINING OF SUBORDINATES

Provides specific instruction and assistance, pertaining to job responsibilities and performance, to others

Quality Indicators

1. On an ongoing basis, provides subordinates with role expectations, project responsibilities, and information, necessary for their continued improvement
2. Monitors and provides feedback, consultation, and resources for continued improvement
3. Involves a Supervisor when there are concerns regarding the continued professional development of a subordinate

I. DECISION MAKING

Demonstrates the ability to make good decisions on a consistent basis

Quality Indicators

1. Makes informed decisions without hesitation when asked
2. Provides Supervisor a rationale for decisions
3. Consistently keeps the interests of the organization as the basis

PAYROLL

Timesheets

Except for Leadership and/or Management employees, work hours must be recorded on a daily basis according to the pre-approved work schedule. Timesheets must be signed and submitted to the immediate Supervisor by the due date indicated, prior to the end of the month. Timesheets are reviewed by the immediate supervisor for accuracy. Timesheets must document absences.

Pre-Approval Additional or Revised Hours

Any additional hours outside the regular scheduled hours, requires **pre-approval by the immediate supervisor**. Hourly as needed staff is not compensated for any hours worked that were not pre-approved.

Meal Times and Breaks

Lunch and/or breaks must be scheduled in agreement with the Supervisor. Employees who work more than 5 hours must take a minimum 30-minute lunch break, except when a work period of not more than six (6) hours will complete the day's work, and the meal period is waived by mutual consent of the employer and the employee. Employees who choose to waive their lunch must have a signed waiver on file in the Human Resources Office. Employees are relieved of all duty for lunch breaks; this time is not counted as time worked.

"Comp" Time

"Comp Time" is only applicable to nonexempt classified staff. It is not to be used as a time bank and must be taken within the same pay period. Allowing employees to gather time during the course of the year, at their own discretion, and use it as part of a vacation is not allowed. It must only be used as a mechanism to accomplish work that is time sensitive and deemed critical by the Supervisor. The requirement to award "Comp Time" is for work hours in excess of 40 hours per week. If an employee requires "Comp Time" a memo must be submitted by the Supervisor to the Human Resources Office and Business Office. After approval, the Supervisor will decide 'when' the "Comp Time" is to be taken by the employee.

"Comp Time" is not applicable to certificated staff. CALSTRS requires that we report and pay all hours worked on the same month; otherwise it becomes a financial liability for the organization. If the District does not follow the guidelines set forth by the State and Federal government, it will be forced to pay fees or penalties. This places the District in a bad position. A Personnel Action Request Form must be completed when certificated staff is asked to work a different schedule.

Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation. The District does not maintain any compensatory time off plan or arrangement. Accordingly, any time off that is provided an exempt employee is done on an informal basis. Neither extra compensation nor compensatory time off will, under any circumstances, be owed or payable to an exempt employee upon separation from the ROP's employment for any reason.

Direct Deposit

“Direct Deposit” is available to all staff members. Direct Deposit enrollment forms are available online at www.esgvrop.org or in the Human Resources Office. If you have Direct Deposit, you will receive a pay advice (receipt) in the mail. Pay receipts are mailed out on the 10th of each month. This advice gives you the same information as a pay stub.

IMPORTANT: In case of bank account and/or address changes, you must immediately notify Payroll or the Human Resources Office. Incorrect information may not allow you to get paid on the paycheck issuance date. If your address is incorrect, your pay receipt will not reach you.

Paycheck Issue Dates

Certificated Hourly Staff	Certificated hourly employees are paid on the 5 th of each month, with timesheets due to the Payroll department, with Supervisor signature, on the last working day of the month. When a regular payday falls on a weekend, checks will be issued on Friday. Note: Ten (10)-month certificated hourly employees, who work an additional summer high school assignment, receive a memorandum from the Payroll department at the beginning of summer, listing the paycheck issue dates during the summer months.
Certificated Monthly Staff	On the 1 st of each month. When a regular payday falls on a weekend, checks will be issued on Monday.
Classified/Hourly Staff	On the 10 th of each month with time sheets due to the Supervisor on the 25 th of each month. When a regular payday falls on a weekend, checks will be issued on Friday.
Classified/Monthly Staff	On the 10 th and 25 th of each month. When a regular payday falls on a weekend, checks will be issued on Friday.

Paychecks may be picked up at your “home campus” after 1:00 p.m. To make other arrangements please contact the Payroll department.

Payroll Contributions & Deductions

ESGVROP/TC pays mandatory payroll taxes and contributes the mandatory percentage set by the State towards CalSTRS and CalPERS earnings. In addition, ESGVROP/TC contributes to insurance benefits elected, according to the cap set by the Joint Board of Management.

ESGVROP/TC is required to withhold applicable Federal, State, and local income and payroll taxes. Also withheld are retirement deductions (CalSTRS or CalPERS), Medicare, and State Disability insurance. Social Security (OASDI) is withheld from classified employee earnings. Employee deductions for insurance enrollments are deducted according to the insurance options elected. Voluntary deductions can be made to Section 125 pre-tax reimbursement accounts, voluntary insurance options available through American Fidelity Assurance, CAROCP membership fees, credit unions, and tax sheltered annuities. When required by court orders in garnishment proceedings, ESGVROP/TC is required to withhold the applicable amounts.

Pay Corrections

ESGVROP/TC reserves the right to correct payroll mistakes or inaccuracies. Report any inaccuracies to the Payroll department. In case of overpayments, the employee is responsible for reimbursing ESGVROP/TC. In case of underpayments, ESGVROP/TC will pay the amount owed.

Final Paycheck

Upon employment termination or voluntary resignation, the final paycheck will be paid on the next regularly scheduled pay date, unless otherwise required by law. Occasionally, terminating employees cite California Labor Code Sections 201 or 202 demanding final pay within 72 hours. The Labor Code time of payment provisions are not applicable to school districts per the exemption for “municipal corporations” contained in Labor Code section 220 and related case law.

BUSINESS/OPERATIONS

Cash Receipt/Fee Payment Policy

Summary:

The California Ed. Code and Constitution mandates that public education be provided to students free of charge, unless a charge is specifically authorized by law for a particular program or activity. This constitutional right of free access encompasses all educational activities, whether curricular or extracurricular, and regardless of whether credit is awarded for the educational activity. The right of free access also prohibits mandated purchases of materials, supplies, equipment or uniforms associated with the activity, as well as the payment of security deposits for access, participation, materials or equipment. A process that allows for a waiver for a mandatory fee, charge or deposit does not render it constitutionally permissible.

To ensure strong financial management practices, the proper controls over revenues are imperative in determining budget, forecasting, reconciliations and general oversight over the various revenues collected.

As part of performing services, management must provide for appropriate mechanisms, automated and manual, to collect all funds for services performed and ensure that proper controls exist over all receipts.

1. High school students cannot be required to pay money to gain access to educational activities, nor can they be charged for materials and/or supplies necessary to participate in educational activities.
2. Employees are not allowed to sell any items and/or charge students a fee, unless prior approval from the Business Office has been obtained to set up a legal ASB account.
3. Course lab fees or material fees are not permitted, unless approved by the CFO; this includes the increase of fees charged.
4. An employee may not establish fees, increase lab fees, or spend lab fees inappropriately. An employee must consult with the Supervisor regarding any fees.
5. NO employee, unless authorized to do so, will accept money and/or fees on behalf of East San Gabriel Valley ROP/TC or partnering school districts.
6. All money and/or fees must be paid in the Business Office, unless authorized to do otherwise; no exceptions will be made.

Failure to abide by the above stated Fee Payment Policy may result in disciplinary action.

Contracts

Contracts between an individual or an organization and the ESGVROP/TC must be approved by the Supervisor, Chief Business Official, Superintendent, and the Joint Board of Management, prior to the negotiation of any form of contract with an outside agency or individual. Legal requirements must be met before a contract is valid. If proper procedures are not followed the employee, may be deemed liable for any expenses incurred.

Program and Classroom Budgets

The budget process begins in March of the preceding year. Classes and programs are reviewed individually, as well as overall, for budget considerations. Offices are allotted budgets by program and/or grant guidelines. Budgets are created by department Supervisors within the guidelines set by the Business Office and the California School Accounting Manual. Instructors must discuss classroom needs with their Supervisor far enough in advance to help develop the budget. Supervisors will provide instructors with an appropriate budget to operate their program.

Warehouse Supplies

General office supplies are kept in small quantities in the Business Office. Small office supplies can be requested and picked up from the Purchasing Technician in the Business Office. A Warehouse Requisition Form must be completed when supplies are distributed. Warehouse supplies are charged against Instructor and/or department budgets

Purchase Order Requisitions

Purchase orders can be submitted throughout the school year until mid-March. A purchase order submission deadline is set, due to accounting processing timelines, prior to the end of the school year. The specific purchasing deadline is communicated annually. No requisitions are approved after the deadline date.

1. All purchases and services from outside vendors must have PRIOR approval from the Business Office. No prior approval means the employee will not receive reimbursement from ESGVROP/TC.
2. Purchase Order (PO) Requisition Forms must be completed in full (see the instructions provided on the following page).
3. All requisitions must be submitted and approved by the Supervisor for processing. Upon Supervisor approval, the requisition must be submitted to the Business Office. Unsigned requisitions will be returned to the employee.
4. Items or services to be purchased must be itemize, with catalog numbers and prices, on the Purchase Order Requisition Form (available online or from the Business Office.) All requested information on this form must be completed. Incomplete information may cause a delay in the receipt of the items requested.
5. Individual items over \$500 (including tax) must be completed on a separate Purchase Order Requisition Form. These items are considered equipment and must be tagged and inventoried upon arrival.
6. The Business Office will verify the program budget and the prices submitted on the requisition. Form. The Business Office reserves the right to change vendors on requisitions. The Business Office will notify the department contact, upon receipt of the order, and will assist in the delivery of orders, when necessary.
7. Many vendors do not provide a back-order process. Supplies not shipped must be reordered on a new Purchase Order Requisition Form.
8. Requests for the purchase of cartridges for printers, copiers, and faxes, will be limited to one supply per order. The specific item number for the cartridge must be verified with the Technology Department.
9. The employee must send two copies to the Business Office and keep one copy for your records.

For questions or further clarification, please contact the Purchasing Technician in the Business Office at (626) 472-5133. Remember:

- PLAN AHEAD!!
- Keep track of supplies
- Estimate when to order more supplies
- Expect 3-4 weeks for an order to be processed
- Obtain required Supervisor signature

Purchase Order Requisition Form Instructions:

When filling out a Purchase Order Requisition Form, an employee must provide as much information as possible to aid in the timely processing of the order. Purchase Order Requisition Forms are available online; three-part requisition forms may be obtained from the Business Office. The Purchase order Requisition Form must contain the following information:

1. Requisition Number = enter requisition number in the upper right hand box at the top. This number consists of employee's initials, current fiscal year, and sequence number. For example: Jane Doe's first purchase order during the 2011-2012 school year would have been "JD12001" and Jane Doe's second order would have been "JD12002"
2. Requisition Date = date of the requisition
3. Originator = employee's name
4. Date to Purchasing = date items are needed
5. Program Name = the program or fund that will be charged for the purchases
6. Location = location where purchased items will need to be delivered
7. Vendor Information = name of firm, street address or PO box, city, state, zip code, phone and fax number
8. Qty = quantity
9. Unit = unit of measure (e.g. each, box, pack, dozen, set, roll, etc.)
10. Description = item description
11. Catalog Item No. = refer to vendor catalog number for item to be purchased
12. Unit Price = price of the item for quantity ordered
13. Amount = multiplied price for item
14. Subtotal = add total amounts of items before sales tax and shipping
15. Sales = multiply subtotal times 0.0975 (9.75% sales tax)
16. Shipping = multiply subtotal times 0.10 (10%) or specific shipping amount indicated by vendor
17. Total Amount = add subtotal, sales tax, and shipping

Emergency Purchases System Protocol

Books and Supplies:

In the case where an emergency purchase is needed, the Chief Business Official has access to revolving cash. The CFO's authorization is required to utilize these funds and will require that instructors requesting the emergency purchase provide a detailed explanation for their request.

Emergency Purchase of Computers:

If the need arises to replace a computer, ESGVROP maintains a minimum of two (2) computers in storage which are fully equipped and ready for immediate replacement.

Conference Attendance & Reimbursement

Procedures for Conference Attendance Approval and Reimbursement:

1. The request for attending a conference by an employee must be approved in advance by the Supervisor, Business Office and the Joint Board of Management. The employee must submit the Conference Attendance Approval Request Form (available online) to the Superintendent's Office. Payment of conference registration and reimbursements cannot be issued without prior board approval and subsequent completion of a purchase order.
2. Upon approval from the Joint Board of Management, a purchase order requisition form must be submitted to the Business Office, along with a copy of the registration form, in order for the Business Office to process a check for the conference registration. Please allow two weeks of processing time. When the check arrives, it will be returned to the employee requesting the conference attendance, so that registration can be completed. It is the employee's responsibility to mail the check along with the registration form.
3. The submission of a conference request form does not take the place of making appropriate travel and registration arrangements required for conference attendance, nor does it constitute a substitute request. Registration, travel arrangements, and substitute coverage, are the responsibility of the attendee.
4. Meal allowance and limits for reimbursement are set as follows: \$ 12 for breakfast, \$18 for lunch, and \$25 for dinner. Up to \$35 for dinner is allowed for travel out of state, and conferences in areas recognized to have higher than normal cost (Los Angeles City, San Diego, San Francisco, Oakland, San Jose, Sacramento, and Palm Springs).
5. Meal receipts must be itemized. Non-itemized receipts for meals and alcoholic beverages will not be reimbursed.
6. After attending the conference, the Itemized Expense Form should be submitted to the Business Office immediately for reimbursement of hotel, meals, and other expenses. Attach all receipts to the Itemized Expense Form (except applicable mileage).

Mileage Reimbursement

Mileage is paid on a reimbursement basis. The rate paid follows the federally established rate for the current fiscal year.

1. Mileage should be calculated from the regular work site location to the location of the conference and/or meeting. If the work day starts at a location other than the normal work site, mileage should be calculated from the lesser of the home or work site, to the conference and/or meeting site.
2. In order to qualify for mileage reimbursement, a copy of the employee's current driver's license and proof of current automobile liability insurance must be on file with the Business Office. If the employee is unable to provide a current driver's license and/or liability insurance, the employee cannot legally drive on behalf of ESGVROP/TC or receive reimbursement.
3. The employee must submit the Mileage Record Form with the following information documented: date, departing location, destination, purpose, arrival time, and number of miles. A printed copy for each different route must be attached to verify the mileage. The employee must submit the mileage reimbursement request to the Supervisor for a signature.
4. Mileage Record forms should be submitted to the Business Office on or before the 25th of every month. Checks are processed and will be available on the 10th of the following month. If the employee receives a paycheck on the 10th, the reimbursement will be in the envelope with the employee's paycheck or pay stub.
5. Mileage reimbursement requests submitted after 3 months of travel may not be reimbursed.

Use of Equipment

During the school year, staff may be relocated, resulting in the move of tagged equipment. If equipment that is tagged is relocated to a different room, the Business Office must be notified in writing. This is required to maintain an accurate and current equipment inventory list for auditing purposes. The employee must complete the Equipment Relocation Form and submit the form to the Business Office.

If specific equipment is no longer needed and given to another staff member or office to use (with the Supervisor's approval), the applicable section on the Equipment Relocation Form must be completed, otherwise, the employee will be held accountable for that particular piece of equipment.

When equipment becomes obsolete or non-repairable and begins to take up valuable space in the work area, Board approval must be obtained to dispose of the item or the employee will still be held accountable for the equipment. The employee must complete the applicable section on the Equipment Relocation Form and submit to the Business Office. An equipment disposal list for Board approval is submitted in October and April. Once the Joint Board of Management has approved the disposal list, the Business Office will notify the employee with specific instructions. ONLY THEN can items be disposed of. Equipment approved for disposal by the Board cannot be sold or given to anyone inside or outside the organization.

Disposal Procedure

Systems placed on the list of equipment to be disposed, are categorized as either broken, or obsolete. To determine if equipment is "broken" or "obsolete", the following criteria are applied:

"Broken" equipment is described as:

- a. Equipment (systems) which are broken and the cost to repair exceeds the replacement cost.
- b. Broken technology equipment exceeding 4 years of age

"Obsolete" equipment is describes as:

- a. Equipment that is over 4 years of age
- b. Equipment which does not meet the minimum system requirements for Microsoft Windows 7

Pending Board approval, all equipment is to be recycled using K4RK (Komputers 4 R Kids), a 501 c (3) public charity, and California state licensed collector of e-waste. K4RK is an ROP partner and worksite for our students enrolled in the Microcomputer Repair and Maintenance (MRM) course. Any funds earned as a result of recycling computers and monitors will be used to offset fees required for insurance of data destruction.

Security

A Security Officer is available at the Del Norte Campus on a daily basis, while classes are in session during day and evening hours. ESGVROP/TC staff members are provided with an ID Badge upon hire. For security reasons, all visitors to the main campus, must sign in at the Del Norte Main Office and wear the visitor's name badge.

All instructors must adhere to the following safety procedures:

- Follow drill rules and dates as indicated.
- Classroom window blinds should be open during the day and closed at night.

- Security or safety problems on the campus or within a classroom (no matter how small) should be reported in writing on the “Incident Report” Form to the Security Officer or Main Office.
- Students are not allowed to possess weapons, of any kind, on campus; possessing weapons on campus is a reason for immediate expulsion.
- As with all schools in the community, ESGVROP/TC is included in all community awareness processes. The district is in constant communication with all Law Enforcement agencies, and will be notified of any needed actions.

All staff members should familiarize themselves with the Del Norte Campus Safety and Emergency Guide. In case of emergencies, employees must follow the procedures in the Guide. Instructors assigned to a high school campus are to follow the high school’s guidelines for safety and emergencies.

Incident vs. Accident Report

The ESGVROP/TC Incident Report is for reporting problems on campus regarding the security or safety of students and staff, with unknown visitors on campus or in the parking lots, etc. The ESGVROP/TC Incident Report is not to be confused with an accident report (a.k.a. Medical Emergency Form), or the Student Problem Report, sent to high school counselors.

Unsafe or Dangerous Conditions

The district is responsible for both the safe environment of the facility and for the administration of a safe instructional program. If, at any time, an employee of the district observes a condition that is unsafe or poses a potential danger to the health and/or safety of students, employees or others, he or she is obligated to notify a Supervisor. Failure to notify a Supervisor may result in discipline, loss of employment, and personal liability.

Personal Property

East San Gabriel Valley Regional Occupational Program and Technical Center is not responsible for personal property that is lost, stolen, or damaged on its premises. Any personal property (*including privately owned vehicles*) is brought to the job at employee’s own risk.

Transportation of Students in Personal Vehicle

The Travel Permission Slip Form available online at www.esgvrop.org must be completed for a student who wishes to travel in the automobile of an East San Gabriel Valley ROP staff member. This form is not to be used as a blanket approval for transportation of students. Note: Improper use of the Travel Permission Slip, or the transport of students without first obtaining permission via this form, implies staff member accepts personal liability.

Reprographics

A Reprographics Office is available at the Del Norte Campus; contact (626) 962-5080 for operating hours. Large copy requests require the approval of the Supervisor. To avoid delays, an employee should complete specific details on the Xerox Request Form, attach the original document(s), and submit to the Reprographics Office or the Del Norte Campus Main Office for processing. To avoid disappointment, the employee should plan ahead for copying needs. Requests are processed in the order received; completed copies are delivered to the Main Office for pick-up.

Inter-Campus Mail

THE ESGVROP/TC mail is delivered on a daily basis between the Del Norte Main Campus and high school Counseling Offices and Career Centers. Inter-campus mail is delivered and picked up during the morning hours.

Postage

Official ESGVROP/TC business mail delivered through the US mail system is processed in the Main Office for postage. In order to be processed, all business mail must have a printed return address.

Mass mailings should be cleared with the Supervisor before initiated. An employee must notify the Main Office in advance of scheduled mass mailings to ensure enough postage is available.

Publicity and Flyers

Short articles with pictures are effective in providing publicity for classes and in recruiting students. Feature stories on successful students are an effective means of publicizing ESGVROP/TC classes. Instructors should suggest or submit articles of interest to the Del Norte Main Office. All articles are subject to administrative approval for release. Pictures of students under the age of 18 must have parental release consent (see Photo Release Form online).

Flyers promoting an instructor's class are an important tool for student recruitment. The instructor must check with the Supervisor and/or department, to coordinate information and to avoid duplication. The Supervisor must approve all flyers. Assistance in making suitable flyers may be available from the Del Norte Main Office.

Reporters must be referred to the Superintendent's Office.

Internet Access

1. District-Related Websites

A "District-Related Websites" is any Internet website established by ESGVROP/TC employees or students on behalf of the District, any school within the District, or any class, school club, or organization within the District, as well as any website established through the use of District equipment or the District's access to the Internet.

All District-related websites shall be "closed forums" for expression. This means that the District has ultimate control regarding the content of such websites and is not required to allow students, faculty, or others, to place material on District-related websites, which the District determines, is inappropriate for any such website. Approval shall initially be executed by the staff member assigned as the particular web master. The purpose of the District-related websites will be to present the public with information about the District, its sites, and programs. District-related websites will be analogous to newsletters from the administration of the District or the various sites, classes or programs. District-related Websites will not be analogous to a student newspaper or underground newspaper, though, from time to time, samples of student work may be published on District-related websites.

District-related websites shall not be used for political campaigning or lobbying; they are publicly funded. In accordance with the law, the District may provide information about measures, including but not limited to, Education Code section 7054.

Final authority over what is published on a District-related website shall rest with the Superintendent or designee. The purpose of such restrictions on District-related websites is to assure that they remain closed forums for expression, and assure that materials placed on District-related websites are consistent with Board policies.

2. Employee use of the Internet

Before any staff member uses the District's Internet or Intranet access, the staff member must agree to abide by the terms and conditions of the Employee Net Use Agreement, disseminated by the Superintendent or designee. If a staff member fails to sign the Employee Net Use Agreement and uses the District access to the Internet or Intranet, that staff member is nonetheless bound by the terms and conditions of the Employee Net Use Agreement, the Board Policy and the administrative directive which accompany it. The employee may be subject to disciplinary action for failing to follow those terms and conditions.

Employees of the District, working at campuses other than the Del Norte Campus, must obtain approval of the local school administration at the job site, as well as the Supervisor, to use Internet services provided at the local site. As such, employees are subject to the rules and regulations, regarding access and use of Internet services, at the local job site, in addition to the rules and regulations for Internet access set by ESGVROP/TC.

3. Soliciting and selling on the Internet

District employees shall not use the District access to the Internet, nor shall they use any District created or District-related networks to advertise any private commercial ventures, in which they have a financial or proprietary interest, or in which members of their families have financial or proprietary interests. Advertising on District websites is controlled by Board Policy 1500. District related websites are defined in Board Policy 1500.

E-Mail Access

All ESGVROP/TC staff members are provided with an e-mail address (firstname.lastname@esgvrop.org). ESGVROPTC e-mail can be accessed from anywhere in the world using the Internet. The employee must type the following address into the web browser: <http://webmail.esgvrop.org>. and enter his or her username and password. The Technology Department may be contacted for assistance.

Technology Support

All technology related work requests must be submitted through <http://mytechdesk.org/>. This will ensure technology requests do not "slip through the cracks." If the nature of the IT problem prevents an employee from accessing mytechdesk.org, the employee must contact the Supervisor to submit the work request on his or her behalf.

If an employee forgets his or her password to mytechdesk.org, the Supervisor may submit an IT request to have the password reset. The employee must:

- Go to www.mytechdesk.org
- Use the Requestor Login to enter:
Group Name: esgvrop
Username: firstinitiallastname
Password: *****

(First time users must click on "Password Request" to establish a password)

After signing in as a requestor, the system is directed to the Requestor Home page. The employee must click on "NEW" to enter specific information about the technology support needed. The Technology Department may be contacted for a detailed user guide and further training on submitting technology support tickets.

Facility Maintenance Requests

Facility maintenance requests must be submitted to the Supervisor for approval. Approved Work and/or Maintenance Requisitions forms must be submitted to the Main Office for processing. Requests are prioritized based on urgency and materials on site. Maintenance requests that require purchasing of materials, above and beyond regular maintenance supplies, will be discussed with the appropriate Supervisor for budget approval. A copy of the Work and/or Maintenance Requisition Form is available online.

Facility Use

The employee should contact the Del Norte Main Office for availability and to reserve rooms for instruction or meetings. To utilize the Board Room, call the Superintendent's Office at extension 121, well in advance, to obtain a reservation. Reservations are subject to prioritizing so there may be times when meetings have to be moved to another room. If the meeting involves less than five people it may be more efficient to use a smaller room. An employee should consider this first before making a reservation. The employee must also inform the Administrative Assistant in the Superintendent's Office at the completion of a meeting.

When using the Board Room please abide by these simple rules of courtesy:

1. The Board Room is first and foremost: THE BOARD ROOM. This is the place where the Joint Board of Management holds its monthly meetings. The priority of this room is to serve the Board and provide a clean, neat, and professional environment.
2. The Board Room is a busy place. There can be two (2) or three (3) meetings scheduled in a day. Some of these meetings are immediately scheduled after one another. Employees must be courteous and abide by the scheduled meeting timelines.
3. The employee who reserves the Board Room is also responsible for returning it to its original condition. The employee must place tables and chairs in their original setting. The room must be cleaned and trash-cans which contain food items must be emptied prior to departure.
4. Items or equipment may not be removed from the Board Room.

ESGVROP/TC INSTRUCTOR RESPONSIBILITIES & DUTIES

This section pertains to ESGVROP/TC Instructor duties and responsibilities, including (but not limited to): annual Advisory Committee duties, course articulation, course review and collection of student follow-up data. Work-based learning instruction involves specific instructor responsibilities and duties prescribed by Title V California Code of Regulations.

Substitute Instructor Request Procedures

For planned absences due to conferences, meetings, workshops, etc., instructors must schedule a substitute in advance, with as much notice as possible. **To request substitute coverage, instructors must call and leave a detailed message at (626) 962-5080 extension 800 before 6:00 a.m.** in order to secure a substitute instructor for that same day. **After 6:00 a.m.**, the instructor is responsible for reporting to work until a substitute has been secured for same day assignments.

The instructor must provide detailed instructions and lesson plans for the substitute instructor during any planned absence. The instructor may designate a student assistant in each period to help the substitute instructor with absence reporting, audio-visual equipment operation, bus schedules, student identity, etc. Each instructor is required to have a **substitute instructor folder** for unplanned absences, which must include the following information:

1. Class list by section
2. Contact person in an emergency (include location of your copies of the emergency forms)
3. Lesson plans with instructions
4. Attendance forms along with instructions
5. Seating chart
6. Special information:
 - Dress Code
 - Restroom location
 - Location of materials
 - Equipment non-use
 - Emergency procedures
7. Student assigned training sites, if placed in the community (applicable to community classroom and CVE instructional programs only) along with work site addresses, phone numbers and contact persons
8. Bus schedule (if applicable)

Substitute instructor assignments are scheduled and assigned by the Human Resources Office **ONLY**. If a substitute instructor is assigned through another source, the instructor may not be paid. In the event that both a substitute instructor and regular classroom instructor show up for work, the regular classroom instructor will be asked to return home without pay, unless it can be verified that this was not the fault of the instructor.

Student Attendance Reporting

At the start of the Fall Semester, instructors are provided with the ESGVROP/TC Attendance and Grading Procedures Manual. Forms referred to in this manual are available online at www.esgvrop.org. The manual describes ESGVROP/TC course number designation, student enrollment procedures, attendance reporting procedures, grading procedures, and criteria for student Certificates of Completion. Please direct your questions regarding daily processing and reporting of ESGVROP/TC student data, ADA collection, attendance, and grades, to the Del Norte Attendance Office.

Instructors must follow the set procedures and deadlines communicated. Failure to meet deadlines on a regular basis will be communicated to the Supervisor and considered as part of the annual employee evaluation.

Student Safety

Student safety is East San Gabriel Valley ROP/TC's priority. It is the responsibility of teachers, staff and administrators to protect ROP students on campuses hosting ROP classes, on the Internet, in the classroom, and at the worksites during Community Classroom, CVE, internships and externships. To conform to the terms of accreditation, Board policy, and to meet the terms and conditions of e-Rate compliance, all instructional staff must provide students with the Mandatory Student Safety Procedures and instructional unit during the first day of instruction at the start of each semester. Student records must include a copy of the successfully completed safety test for inspection.

California laws place the liability for student accidents and injuries with the school district; however, the instructor is responsible for both a safe classroom environment and the administration of a safe instructional program.

To prevent student injury and the possibility of legal action, the instructor must not be negligent in the performance of a teaching assignment. Any of the following acts may imply a basis for accusation or inference of negligence on the part of the instructor:

1. Failure to provide proper safety instruction of tools and equipment used as part of the classroom training.
2. Failure to provide students with a safety test, successfully passed, before participating in training activities.
3. Failure to have the successfully passed student safety tests on file.
4. Failure to maintain current emergency data for all students on file.
5. Failure to provide proper classroom supervision.
6. Failure to model professional behavior, i.e. respect for others, ethical conduct, emotional control.
7. Failure to supervise the assigned instructional area, while class is in session.
8. Failure to prevent students from exposure to, or failure to correct a known dangerous condition.
9. Failure to follow established site rules, i.e. regulations, student transport, problem behavior, etc.
10. Failure to report the inferior physical condition of classroom equipment or facility.
11. Failure to perform frequent inspections of the classroom and equipment.

In order to provide the best possible learning environment, it is important for the Instructor to be aware of what is safe for the students:

- Provide safety instruction and supervision.
- Model professional behavior, i.e., respect for others, ethical conduct, emotional control.
- Supervise the assigned instructional area, while classes are scheduled.

- Correct a known dangerous condition in the assigned area.
- Maintain current student emergency data in the classroom and at the ESGVROP/TC Main Office.
- Prevent students from exposure to a known dangerous condition until the instructor or proper agency can correct it.
- Supervise students at all times, as mandated by State law. A student may not be left unattended in a classroom. Instructors must be in the classroom during scheduled class hours.
- Obtain permission from a parent and/or guardian (check Emergency Form) before arranging for any emergency transportation, unless the situation is life threatening.
- Instruct students in the safe use of any tools and equipment that may be used as part of classroom training. All students are required to take and pass safety tests, which must be kept on file in the classroom, before students are allowed to participate in training activities.
- Report inferior conditions of the classroom and faulty equipment.
- Inspect the classroom frequently to ensure a safe environment.
- Complete a Work Order Maintenance Request, if particular conditions cannot be self-corrected.

Student Injuries

All student accidents, injuries and medical emergencies (no matter how slight) **MUST BE REPORTED** immediately to the Student Services department at the time of the accident. In case of a medical emergency endangering life or limb, the paramedics or appropriate authorities, shall immediately transport the student to the nearest medical facility for emergency treatment.

Details of the accident must be reported by completing the “Student Medical Emergency” Form. This form must be forwarded to the Student Services and Human Resources departments. If a medical emergency occurs while the student is at a work site he or she should be treated just like an ESGVROP/TC employee. The student or instructor must immediately call the Company Nurse Injury Hotline at 1 (888) 375-0280. This will ensure the student obtains medical care if required and is referred to the nearest clinical for treatment.

Please Note:

1. If a student is injured in the classroom the liability lies with the student or the parent of a minor student or the school depending on the circumstances surrounding the accident.
2. If the student is at an assigned training job site, the liability lies with the ESGVROP/TC.

Student Internet Use

Student use of the Internet and on-line services

The District provides access for students to the Internet, as an educational tool. CIPA (Children’s Internet Protection Act) guidelines have been incorporated into its acceptable use agreement. The ESGVROP/TC Internet Safety Policy is accessible online at www.esgvrop.org and is intended to be read together with the ROP’s net use policies and net use agreement.

Because the Internet is uncensored and can be misused, no student shall be allowed to use the District’s access to the Internet unless the student and the student’s parent and/or guardian first sign the District’s Student Net Use Agreement (available online at www.esgvrop.org). The District will provide reasonable supervision of students using its access to the Internet and attempt to do what is technologically reasonable to prevent students from obtaining access to pornographic or harmful matter. Students using the District’s Internet access shall have no right of privacy in their use of that system. Staff may monitor or examine all system activities a student takes part in, to ensure proper use of the system. Students who fail to abide by

regulations distributed by the Superintendent or designee, or who fail to abide by the Student Net Use Agreement and/or class rules regarding net use, shall be subjected to disciplinary action, revocation of the user account, and legal or criminal action, as appropriate.

Supervision of student access to the Internet

Staff shall provide reasonable supervision under the circumstances, for students who are using on-line services, and may ask instructional aides and student aides to assist in such supervision. The purpose of such supervision shall be instructional as well as to prevent students from “Misuse of the District’s Net Access to the Internet” as that phrase is defined in the Student Net Use Agreement.

Classroom Management

1. Movies/Television

Televisions should NOT be on during the instructional day with the exception of instructional relevant materials. Movies with direct correlation to the subject taught may be shown to students. If the movie has graphic or controversial content, parental and Supervisory approval must be obtained. Permission letters sent home to parents should specifically describe the movie’s relationship to the curriculum program. A copy of the letter must be submitted to the Supervisor before the film is shown to students. “R” and “PG17” rated movies are not allowed at any time.

2. Food in the classroom

Gum chewing and eating in the classroom is not allowed on campus. This is a cleaning problem and damages classrooms and equipment. The condition and appearance of the classroom is the responsibility of the instructor. Classroom and/or Department functions that include food must be cleared with the Supervisor, prior to the event.

3. Guest Speakers in High School Classes

Senate Bill 1110 prohibits a K-12 student from receiving instruction on sexually transmitted diseases, AIDS, human sexuality, or family life, delivered by outside organizations or guest speakers, unless the student’s parent or guardian has been notified at the beginning of the school year or, with respect to a student who enrolls in a school after the beginning of the school year, at the time of that student’s enrollment. It also requires a student’s parent or guardian be notified of the date of instruction.

Having a guest speaker from industry, a post-secondary school, or the military, is an excellent way to bridge instruction from school to work. *Visitors to classrooms must be approved by the Supervisor and/or the school site Administrator.* Administrators should be given sufficient time to ask questions and receive clarification about the activity, if necessary.

ESGVROP/TC instructors housed at the high school campuses must coordinate all enrichment activities through the Career Center, ROP Counselor, or designated school site Administrator. Supervisory approval will not be extended without the prior approval of a district site Administrator. ESGVROP/TC personnel must adhere to the same guidelines practiced by district personnel as well as our internal procedures. Contracted ESGVROP/TC employees will follow the guidelines of their district and/or site policy. The instructors must provide Administrators with the information, in a memo format, required to support approval, such as how the speaker’s presentation will relate to the curriculum. Samples of handouts should be supplied to Administrators, if possible. The instructor must be in attendance throughout the presentation and will be responsible for limiting the distribution of information to

interested students only. If an instructor invites a private school to speak about their professional certification, the instructor must balance the presentation by providing information on comparable education opportunities available through public colleges and universities. This is a great time to let students know about Articulation Agreements.

Recruiters must be reminded that, while informational aspects of their presentations are appreciated, ESGVROP/TC is not in the business of supplying candidates for their organizations. The presentations must be non-discriminatory and meet all standards of public education. The instructor is ultimately responsible for the content and quality of the presentation. Presentations must be planned 2 to 3 weeks in advance to obtain necessary signatures.

Field Trip Policy

Field trips provide students with a connection to the community and an opportunity to view the practical aspects of various careers they are interested in, as well as visiting institutions of higher education. The trips reinforce the classroom instruction by allowing students to observe the practical application of tasks they have learned in class.

All instructors must follow and abide by the rules and regulations for field trips outlined below. The instructor must:

1. Complete and submit the "Field Trip Request Form" to the Main Office at least one month prior to the planned date of the field trip for Supervisor approval. Requests will be processed in the order they are received. A signed copy of the request will be returned to the requestor upon approval.
2. Contact the Main office to verify availability of ESGVROP/TC bus transportation. The instructor must complete the "Bus Transportation Request" Form.
3. Provide high school students with the "Field Trip Information and Permission Form" to obtain required signatures.
4. Collect signed permission forms at least one week prior to the field trip.
5. Notify the Main Office immediately of canceled field trips.

Field Trip Rules and Regulations

1. On the day of the field trip, the instructor must complete the "Field Trip Attendance" form to verify all students in attendance. The instructor must bring this form to the ESGVROP/TC Main Office or fax to (626) 472-5125 prior to departure. This verification is faxed to the appropriate counselors by the Main Office staff. This allows for notification to counselors of students absent from the field trip.
2. The instructor must be present to supervise students as they arrive for the field trip.
3. A credentialed instructor must accompany and supervise high school students on the bus and during the duration of the field trip. In addition to the instructor, two adults must be present on the bus and during the field trip. Field trips in excess of 30 high school students in attendance, requires the accompaniment of one additional adult for every 15 students.
4. The "Field Trip Information and Permission Slip" and "Student Emergency" forms for each student attending the field trip must accompany the instructor supervising the field trip.
5. Students attending the field trip are not allowed to use alternate means of transportation besides the designated bus.
6. Appropriate dress attire is required for students, instructor(s), and adults while representing the East San Gabriel Valley ROP/TC on field trips.
7. Proper conduct must be maintained at all times.
8. All students must adhere to the bus rules and regulations.
9. While on the bus, the bus driver is in charge of all passengers.

10. The ESGVROP/TC Main Office must be notified immediately of any canceled field trips. ESGVROP/TC office staff will notify the counselors.
11. Upon return, the instructor must be present until all high school students have departed.

ESGVROP/TC Bus Transportation Policy

Bus service is provided for field trips, to those students attending ESGVROP/TC classes housed away from their home campus, and for students enrolled in an ESGVROP/TC community classroom. Bus passes for high school students are issued by the ESGVROP/TC instructor (contact the Del Norte Main Office). Students on the bus MUST have appropriate student identification. Bus drivers will request verification when students enter the bus and at transfer points. Students are not allowed on the bus without proper identification.

High school students must have written parental permission on the Student Emergency Form to ride in a personal car or walk to an ESGVROP/TC class. If permission is not granted, students MUST ride the bus. Any student who walks, rides in a car, or drives a car without parental permission, may be immediately removed from ESGVROP/TC.

1. "Permission to Walk"

Students who walk to an ESGVROP/TC class must complete the "Permission to Walk" Form.

2. Bus Transportation Requests

Guidelines and instructions for completing the "Bus Transportation Request" Form:

- a. Transportation requests must be submitted to the ESGVROP/TC Main Office for processing.
- b. A bus request must be submitted for all students who will need access to ESGVROP/TC buses.
- c. The "starting date" must be the actual first date when transportation is required. Using the abbreviation "ASAP" is not acceptable. Dates are required for accurate scheduling.
- d. Requests must be received by the Main Office, at least fourteen (14) full working days, prior to the first date students require transportation.
- e. Any change in trip destination requires the completion and submission of a new "Bus Transportation Request" Form using the same procedure.
- f. One-way transportation only, must be specifically noted on the request form.

3. Bus Rules and Regulations

"Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct, or persistent refusal to submit to the authority of the driver, shall be sufficient reason for a student to be denied transportation."

California Administrative Code, Section 14263

Students must be notified of the rules and regulations for bus transportation stated on the "Bus Rules and Regulations" Form. This form must be distributed and collected by the instructor prior to any off campus trip.

Students must adhere to the following rules while riding the bus:

- a. Passengers must remain seated at all times while the bus is in motion.
- b. Authority on the bus belongs to the bus driver; students will obey all rules.
- c. Fighting will be grounds for immediate suspension of bus privileges.
- d. Insubordination, defiance of authority, profane or abusive language or disrespect, will result in notification of parents.
- e. Vandalism to the interior or exterior of the bus is grounds for immediate dismissal from the ESGVROP/TC class, in addition to receiving a failing grade.

When a student does not follow the rules, the bus driver will file an Unsatisfactory Bus Report describing the incident or damage that occurred. This report will be sent to the ESGVROP/TC Main Office, the ESGVROP/TC counselor at the student's high school, and to the parent. The Instructional Supervisor will investigate the circumstances surrounding the incident and take appropriate action. Parents and/or guardians can be held financially liable for damage resulting from the minor and/or student's actions.

Upon conclusion of the investigation, appropriate action may include, but is not limited to, the following:

- Warning:** When the misconduct is minor, is not repeated, and without threat to the safety and welfare of other passengers or the safe operation of the bus.
- Suspension:** When the misconduct threatens the safety and welfare of other passengers or safe operation of the bus. The action has been repeated after repeated warnings, or causes damage to the bus or the property of others.
- Cancellation:** Depending on the severity of the misconduct, bus transportation may be permanently denied. Cancellation is appropriate when the safety of the other passengers is seriously threatened, the cost of the vandalism is in excess of \$50.00, or the passenger repeatedly challenges the authority of the bus driver.

Annual Advisory Committee Responsibilities

Changes to the California Education Code in 2008, expanded the role and composition of Advisory Committees. This section will be revised when regulations are adopted by the State Board of Education. Reference ROCP Operations Handbook, Instructional Program, Chapter 3, Pages 15-17, at http://www.carocp.org/library/document/M4_operations_handbook.pdf

Education Code Section 52302.2 requires each ROCP governing board to establish and maintain Employer Advisory Boards (EABs). The EAB should be established and maintained for each pathway within an industry sector, for which the ROCP offers courses. ROCPs may combine pathways if they deem it is appropriate for the subject area. The EAB must meet at least once annually for the purpose of accomplishing the responsibilities established in *Education Code* Section 52302.2. EABs do not approve curriculum. They provide the ROCP with information and confirm that the course meets the needs of employers.

Employer Advisory Board Composition

Education Code Section 52302.2 establishes the composition requirement for Employer Advisory Boards. The EAB members must be composed of representatives of trade organizations, businesses or government agencies who hire a significant number of people each year. In addition, the EAB representatives must also have knowledge and skill related to the specific pathway which they will represent. The intent is for ROCPs to have employers involved who can provide meaningful information to the course development and/or renewal process. ROCPs will determine which employers will best meet the needs of their program.

At least one member of the EAB must be from a school district career technical education advisory committee, established by EC 8070. One district representative per EAB is required. The law does not stipulate that the ROCP have representation from all the districts served by the ROCP. However, local ROCPs may elect to have representatives from all the districts on the EAB. This is ultimately the ROCPs decision. Representatives from both public and private postsecondary educational institutions can assist the EAB in addressing issues related to assessment, course sequencing, articulation, and obtaining scholarships. ROCPs are encouraged to work with local community colleges to identify potential members of the Employer Advisory Board, when feasible and appropriate, for the purpose of holding joint advisory meetings.

ESGVRP/TC Instructor Advisory Committee Responsibilities

1. Select members and develop the committee.
2. Ensure at least 51% business membership.
3. Contact ESGVRP/TC High School Division for an Employer Advisory Board Meeting Kit.
4. Schedule the first Advisory Committee meeting prior to the end of the first semester. A second Advisory Committee meeting should be planned.
5. Establish dates for meetings and notify the ESGVRP/TC High School Division Advisory Meeting Coordinator for inclusion on the Master Calendar two weeks in advance.
6. Send invitations to Committee Members and request RSVPs from members and staff.
7. Arrange for a committee member to chair the meeting.
8. Prepare meeting agenda.
9. Obtain state and national labor market information handouts (contact ESGVRP/TC High School Division).
10. Make provisions for: meeting room, comfortable seating, and refreshments, if any.
11. Keep attendance and record the proceedings of the committee.
12. Send notices of meetings and copies of previous minutes to all committee members, Joint Board of Management, and other appropriate ROC/P personnel.

13. File minutes with the ESGVROP/TC High School Division Office and provide copy to the Supervisor.
14. Report any follow-up activities based upon committee members recommendations to the entire committee.

Planning and Conducting the Advisory Committee Meeting

Note: If several ESGVROP/TC instructors teach related courses, they may work together and have a combined meeting. An Advisory Committee can also be organized by department or on a regional basis.

- The time and place of the meeting should be arranged for the convenience of the majority of committee members.
- A notice of the meeting and the agenda should be sent to each committee member three (3) weeks prior to the meeting. Minutes of the previous meeting may be included as well as any information members should review before the meeting.
- A telephone call or visit to the committee members should be made during the week prior to the meeting, to serve as a reminder and a welcome.
- The Employer Advisory Board Meeting Agenda must be adhered to for Education Code compliance.
- The meeting should be chaired by a member of the business and/or industry from the committee. The ESGVROP/TC Instructor may serve as the Chair, until one is selected.
- A copy of the minutes of the meeting should be sent to each member, to appropriate ESGVROP/TC Staff and Supervisor, and filed in the Main Office. A "Thank You" note should accompany the minutes.

Employer Advisory Board Meeting Minutes

ROCPs must maintain a copy of the Employer Advisory Board minutes. The minutes should address the items listed on the agenda. They should also provide detailed information on actions taken and expected outcomes. The minutes should also reflect the EABs confirmation of the curriculum which has been presented.

Employer Advisory Board Meeting Agenda

(Reference: California Education Code 52302.2-52302.3 and 8007)

1. Introduction of Members and Guests
2. Purpose of Meeting
3. Review of Minutes
4. Review of Course Sequence(s)
5. Review of: Related Labor Market to confirm high wage and/or significant wage increase opportunities
 - Each Course Outline in Pathway: Hours of Instruction and Methodology
 - Alignment with California Career Technical Education Model Curriculum Standards (optional)
6. Review of Relevant Data
 - Enrollment
 - Number of Completers and Graduates
7. Review Industry Certifications (if appropriate)
8. Discuss/Review the Development of Required Skills for Certificates of Competency
9. Review of Textbooks and Instructional Materials

10. Review of Equipment Needs
11. Motion to Support Curriculum for the Pathway
12. Discuss the Need for Training in Area and/or Duplication of Effort
13. Annual Review of Students who met established skill certificate criteria and confirmation that they possess needed skills for employment
14. Approve Assessment Procedures
15. Discuss Internship and/or Employment Opportunities
16. Discuss Postsecondary Scholarship Creation
17. Other Business (Open Discussion)
18. Set Date and Time for Next Meeting (Optional)

ROP/TC Course Articulations

Instructors must participate in Articulation meetings.

Public Law

The term "articulation agreement" has been defined by Public Law 101-392, the Perkins Act Amendments of 1990, as "a commitment to a program designed to provide students with a sequence of progressive achievement leading to competencies in a tech-prep education program."

"Articulation is a planned, systematic process linking two or more educational systems together. This process permits students to make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year post-secondary level or from one course, program, or educational level to the next, without experiencing a delay or duplication of learning. A guiding principle of articulation is that no student should be required to repeat the same course content for which credit has already been received."
(Con & Hardy, 1988)

Articulation can be characterized as a process, an attitude, and a goal:

- a. As a process: It is the coordination of policies and practices among sectors of the education system to produce a smooth flow of students from one sector to another.
- b. As an attitude: It is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student.
- c. As a goal: It is the creation of an educational system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual, and which eliminates loss of credit, delays and unnecessary duplication of effort.

Components of Articulation:

The following list includes the major components of successful Articulation:

- Articulation Council
- Faculty Involvement
- Curriculum Review
- Competency Match
- Articulation Agreements
- Student Outreach
- Student Support Services
- Student Identification and Tracking

Target Population for Articulation:

All students: the 2-year or 4-year college-bound, the general student who is still undecided, and the student who plans to go directly to work. College-bound students will gain a better understanding of how their academic studies relate to the world of work. The general population will probably benefit the most, for they will develop a career goal. The at-risk population, however, will also benefit when articulation programs provide the support for program success, such as tutoring and counseling. In all cases, students who receive a clearer career direction and real work-experience opportunities are more likely to do better in school and to continue their education.

Goal	Educational Options	High School Grades 9-12	Work/Trade or Community College Grades 13-14	University Grades 15-16
On-the-Job Training (OJT) Apprenticeship	Work site Learning Career Preparation 2+	Strong Academic, Technology, and Career Programs	Business/Industry Training	Management Training
Technical Certificate	Trade School Career Preparation 2+2	Strong Academic, Technology, and Career Programs	Major Specialization (some General Education)	Business Management
Associate Degree and/or Bachelor Degree	Community College/University Career Preparation 2+2+2	Strong Academic, Technology, and Career Programs	Major Specialization (General Education)	General Education (Major Specialization)
Bachelor Degree (Liberal Arts)	University Career Preparation 2+4	Strong Academic, With Foreign Language, Fine Arts, and Technology Electives	General Education (Major Specialization)	Major Specialization (General Education)

Benefits of Articulation for Students:

- a. Helps create students' self-confidence and self-esteem.
- b. Provides incentive for students to continue their academic, vocational or career education.
- c. Eases transition through school and to work.
- d. Reduces costs and time by eliminating needless duplication.
- e. Provides a more realistic view of what is expected of them.
- f. Shows relationship between school and work.

Benefits of Articulation for Instructors:

- a. Provides instructors with first-hand knowledge of programs at other sites and levels.
- b. Provides renewed cooperation, understanding and respect among instructors.
- c. Establishes an integrated program to encourage continued education.
- d. Builds interest and self-esteem when instructors see both the student and the program succeed.
- e. Expands opportunities for networking and connecting education and work.

Benefits of Articulation for Programs:

- a. Develops and/or supports relevant courses and programs.
- b. Provides renewed respect and cooperation among all those involved.
- c. Creates more support -- financial, administrative and legislative -- to meet the current needs of educational institutions.
- d. Helps education meet current workplace needs.
- e. Provides the opportunity for "state-of-the-art" technology through the concentration of shared staff, equipment, facilities and training.
- f. Creates a sense of ownership and partnership.
- g. Breaks down barriers within and between educational systems 9-12, 13-14, and 13-16.
- h. Utilizes the business community in curriculum development, program operation and evaluation.
- i. Provides practical application of both academic and vocational skills through work site instruction.

Steps in the Development of an Articulation Program:

- a. Cultivate and maintain positive communication and relationships.
- b. Seek and establish the following partnerships:
 - Secondary Education and Post-Secondary Education
 - Vocational/Technical Education and Academic Education
- c. Review curriculum and course competencies.
- d. Compare and agree on competencies and related requirements for grades, certification, or credit by exam.
- e. Sign Articulation Agreements.
- f. Establish faculty interaction to integrate academic and vocational skills (i.e., interdisciplinary teams and/or contextual learning settings).
- g. Establish career paths, clusters and majors with total department; add or modify courses as needed.
- h. Consider and work on four-year university programs.
- i. Establish student monitoring and tracking systems, including portfolios.
- j. Follow established articulation processes.
- k. Re-do the cycle with another course or program.

Course Review Requirements

The California Department of Education (CDE) reviews courses taught by ROCPs. ROCPs are required to report all class placement and enrollment information. The course review process (formerly known as the biennial review) uses the Carl D. Perkins system to report placement and enrollment information and the ROCP On-Line Course Certification System for labor market demand, most recent Employer Advisory Board meeting date, composite of Employer Advisory Board, and most recent governing board approval date. Information is reported to the CDE via the CDE 101 E1 and CDE 101 E2. These forms document an ROCP's efforts to follow up on 12th grade completers and adult completers on their placement status as of December 31st in the calendar year in which they completed the course. Annually, by October 15, the CDE 101 E1 is submitted to the CDE. The CDE 101 E2 is annually submitted to the CDE by May 15. Updates for labor market demand, Employer Advisory Board meetings and governing board approval dates, will be revised in the On-Line Course Certification System at least every other year as they occur.

California Education Code Section 52302.3 states:

“Every career technical course or program offered by a school district or districts or county superintendent or superintendents sponsoring a regional occupational center or program shall be reviewed every two years by the appropriate governing body to assure that each course or program does all of the following:

1. Meets a documented labor market demand.
2. Does not represent unnecessary duplication of other manpower training programs in the area.
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.”

“Any course or program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing body shall be terminated within one year. “ The review of all courses by the governing board is an effective management tool when planning to revise, expand, or terminate an ROCP course. Given the rapid technology changes in some skill areas, this requirement supports the active participation of Employer Advisory Boards (EAB) to review and adjust course content and delivery on a yearly basis.

Required Instructor Participation:

During the fall semester, every ESGVROP/TC Instructor receives a list of students who were enrolled in the instructional program during the previous school year. Along with student names, the instructors are supplied with contact information from the student enrollment form and a list of required questions to complete data collection mandated by the Education Code. Instructors are required to make several attempts to contact the student to secure the required information. Some Instructors find it helpful to collect the information from exiting 12th grade students at the end of the Spring semester. Forms are available from the ROP High School Division. Instructors should retain these forms, attempt to confirm the student responses are still correct, and use the confirmed information to complete the data collection requirements.

Work-based learning courses require agreements with businesses within the community allowing students up to eight hours per week of authentic hands-on skill application. Its purpose is to integrate theory and practical application. Furthermore, students are introduced to work cultures, ethics, and best practices. Students who are seeking employment in a specific occupational area are sometimes offered employment as a direct result of their work site learning experience. Another component of Work Site Learning is offering high school credit to students already employed. This arrangement is contingent on the students also meeting with the instructor on the designated class day to upgrade their employability skills and remain current with industry standards. Work site learning experiences range from office and/or retail work, hospitals, and/or construction sites, where the students actually build houses.

Community Classroom Training Site

A community classroom is an occupational training work site located at a business instead of a public school classroom. A credentialed instructor is the immediate Supervisor and works with the individual business site personnel to devise a realistic employment experience for the student. At least once during every ten hours of training, the instructor will meet with each student for the purpose of instruction, counseling and evaluation. This arrangement bridges the gap between learning in a classroom and putting that knowledge to use. The instructor will visit and observe all students in the work site, discuss the individual training plan with the work site Supervisor, and the work site Supervisor will evaluate student progress.

Care must be taken to ensure that a student never replaces a paid employee, causes hours to be reduced, or precludes hiring of additional employees.

Worksite Training Agreement

A blank copy of the agreement may be obtained at: www.esgvrop.org. Work site training agreements must be completed, signed, and submitted at the beginning of each school year. As soon as a work site agreement has been signed, it is to be given to the Administrative Assistant at the ESGVROP/TC Superintendent's Office for Board approval submission. Worksite agreements must be ratified by the Joint Board of Management prior to student placement.

Students may not be placed outside the district boundaries of the ESGVROP/TC without the permission from the ROCP located within that particular area. When this situation arises, the instructor must ask the Supervisor for assistance to place students within the ESGVROP/TC boundaries. It should be noted that this information does not apply to CVE students, because they may secure employment anywhere without restrictions.

NO STUDENT MAY BE PLACED AT THE TRAINING WORK SITE, UNTIL ALL PARTIES INVOLVED SIGN THE "WORKSITE TRAINING AGREEMENT" AND IT IS RATIFIED BY THE JOINT BOARD OF MANAGEMENT.

Developing New Training Sites

1. To obtain new Affiliates, the instructor must:
 - a. Check the work site training list for duplication: Is the site currently used by another instructor or program?
 - b. Check with the Supervisor for approval, if duplicated.
 - c. Make sure the corporate office is aware of the program.

2. To locate and approach a company, the instructor must:

- a. Obtain leads from office call-ins, as well as recommendations from affiliate sites that currently train ESGVROP/TC
 - b. Utilize Mail outs
 - c. Implement Cold calls (drive to the area first and make a list of companies to call)
 - d. Visit companies in person to drop off materials; call after a day or two to follow up
 - e. Contact local Chambers of Commerce to request a list of manager's names
3. When calling, the instructor should ask for the following individual(s):
 - a. Personnel Manager
 - b. Supervisor of appropriate department
 - c. Manager of individual office/store
 4. When calling, it is recommended to avoid mornings or Friday afternoons
 5. When calling, a possible conversation may include the following:

“Good morning (or Good afternoon), my name is _____, and I am with the East San Gabriel ROP/TC. Are you familiar with our organization? We provide vocational training for high school students and adults. This training includes classroom instruction and On-the-Job Training in an industry site at no cost to the employer. We offer many programs; the one I represent is _____ . Would you be interested in learning more about our program? I would be happy to bring materials and discuss this further with you. Could we make an appointment? How many packets of material should I bring?”

Once the appointment is secured, the rest will be easy. Attend the presentation and obtain the new training work site!

New Site Presentation

The instructor must take an ESGVROP/TC folder of material for each participant at the meeting. The folder should include:

- Business Card
- Information Booklet
- Fact Sheet
- Student Rules Sheet
- Course Description
- Course Outline
- Training Plan
- Weekly Evaluation (if applicable)
- Blank Affiliation (“Worksite Training”) Agreement

The presentation should include:

- General information about East San Gabriel Valley ROP/TC
- Specific information about the program, including what classroom instruction students have completed, and their capabilities
- Mechanics of on the job training, forms used, and how often visits will take place
- Discussion of what training would include and any special requirements: extension of classroom, and responsibility for continued training of students

- Discussion of employment potential
- Tour of training area(s) to view the equipment and take notes to share with students
- Prepare the work site agreement
- Emphasize Workers Compensation Liability Insurance coverage by ESGVROP/TC
- Thank you

Extra pointers:

- Be on time
- Project a professional image for East San Gabriel Valley ROP/TC
- Be positive and enthusiastic when making presentations
- Keep extra presentation folders in the car
- Place a good student at a new site
- Try to develop chains; work to expand into other departments of large companies

Working with Established Sites

- Call the contact person and make an appointment to visit the site. Become thoroughly familiar with all sites to properly place students.
- In-service new Supervisors, using a procedure similar to a new site presentation.
- More than two weeks or so prior to planning the student placement schedule, call all the sites to confirm their wishes to have a student(s), requested day and/or time, etc. Call later with details. Do not count on these sites: Supervisors change, activity or business changes, etc.
- After placements are made, it is a good idea to call sites unavailable and/or not needed during the current semester. They may be available and/or needed the following semester.

Community Classroom Guidelines

1. Definition and Purpose:

A "Community Classroom" is an instructional methodology which utilizes unpaid On-the-Job Training experiences at business, industry, and public agency sites, to assist students in acquiring those competencies (skills, knowledge, and attitudes) necessary to acquire entry-level employment. The intent of the community classroom methodology is to provide additional resources so concurrent, formalized classroom instruction can be extended and the acquisition of saleable skills enhanced.

2. Immediate Supervision/ Certificated Instruction:

For purposes of community classroom training described in Section 52372.1, "immediate supervision" means student participation in unpaid On-the-Job Training as outlined under a training agreement and individualized training plans, wherein the Supervisor of the training site and certificated ESGVROP/TC personnel share the responsibility for the supervision of On-the-Job Training.

3. Roles for Others:

There may be persons designated within the community classroom location who will help provide the students with tools, instructional materials, procedures, safety equipment, and training experiences. These persons cannot assume the certificated instructor's responsibilities for rotation, direction, and monitoring the learning process of each student.

4. Individual Training Plan (ITP):

Each student must have a written Individualized Training Plan (ITP), describing the specific skills the student will be expected to learn and master.

5. Student/ Instructor Interaction:

Each student shall have personal contact with the instructor at least once in each ten hours training. Personal interaction between the instructor and student is to be focused on directing and evaluating the instructional program as outlined in the training plan.

The student shall be moved from learning one occupational skill to another by the certificated instructor, whenever it is determined that the student has learned the occupational skill or has become employable in it.

6. Regular Employees vs. Students:

No student may displace or reduce the number of work hours for a paid employee, nor shall the student's training activities preclude the hiring of new paid employees. However, it is appropriate for students to train under close observation of a qualified paid employee.

7. Worker's Compensation:

Students enrolled in occupational training classes held in the community are considered employees of their resident district for the purpose of providing workers' compensation insurance. Workers' compensation and liability insurance coverage is provided ONLY during scheduled working hours. Students receiving training at another time is a violation of the "Work Site Training Agreement" as there would be no credentialed instructor on duty at that time.

Scheduling, Placing, and Monitoring Students

1. Initial Site Work

As the instructor sets up new sites or in-services new site Supervisors, he or she must complete any information as to the type of equipment that students will use, tasks students will be expected to perform, and any special requirements. He or she must also obtain company literature and sample employment applications to share with the students. The instructor should discuss what students have learned in the classroom and what kinds of things students would be able to do.

Preparation of Master Schedule

When deciding where to place each student, consider:

- Student ability (is difficulty level of training appropriate?)
- Training Site Location (can student get there?)
- Mode of Student Transportation
- Work Atmosphere of Company (will student fit in?)

Discuss tentative placements with students. Make an adequate spread of "placements" to properly monitor all students.

Prepare a list which includes student names, sites, contact persons, site phone numbers, and student schedules. Submit this list to the Instructional Supervisor when complete. Provide a copy of this list to the affiliate site and to counselors.

3. Final Preparation of Students

Meet with students and thoroughly prepare them for the job training experience. A suggested procedure is to prepare two student folders, one to take to the training site and one for the instructor to keep. Use the instructor's folder to collect weekly evaluations, etc. The student's folder might contain: Business card, OJT (On-the-Job Training) assignment card, rules sheet, a supply of weekly evaluations, sample weekly evaluation, name badges (if used), training plan, company literature, map, and any special information pertaining to the particular site. Go over all of this material with the students. Most of it can be discussed as a group, but plan to spend the necessary time with each student to prepare for the particular site and what to do the first day (how to get there, where to park, where to go, whom to ask for, etc.). Also, inform the student about the tasks he or she will experience and exactly what will be expected. Set down specific OJT guidelines: the procedure student will follow if the student will be late or absent; safety; dress code; badge; attendance procedure (signing in, etc.); training plan; and other paperwork responsibilities.

3. Monitoring of Students Once Placed

The instructor must:

- Create a visitation plan for the week.
- Visit students at each work site a minimum of at least every 3 weeks. (Required).
- Bring student profile sheets, master list, visitation plan, and student folders.
- Schedule a brief visit to each student on the first or second day of OJT.
- Create a list of the suggested activities, when visiting:
 - a. Talk with the student at the training station and have the student explain what he or she is doing.
 - b. Attempt to take student to a more private location to talk.
 - c. Give instructions.
 - d. Review previous assignments.
 - e. Discuss future assignments, due dates, etc.
 - f. Pick up weekly paperwork and discuss.
 - g. Look at training plan with student.
 - h. Try to see Supervisor and briefly discuss student's progress (not necessary to do this for every visit).

Anytime you see or sense a problem, handle it immediately; later, call the site Supervisor, as well as call the student at home.

The instructor should call the site Supervisor and/or the students about two weeks into OJT to make sure everything is okay; as well as call students' parents to touch base with them.

At the end of the semester, the instructor should encourage students to write thank you letters to the sites. The instructor should also provide the sites with information regarding the final dates, etc. and ask the sites to complete final evaluations on the students.

Working With Training Site Supervisors

The primary concern of a training site is the operation of the business. It is the instructor's responsibility to assist the site in making the training process effective, but not burdensome. The training plan lists activities and tasks the student should experience, but most training Supervisors would find suggestions or activities to do on "slow" days very helpful.

It is not necessary to speak at length to site Supervisors on every visit, but instructors should communicate with them frequently enough to assure that things are going well. A lapse of two or three weeks should not occur.

The Suggested Activities for ROP Students can be given to the Work Site Supervisor as is, or revised with specific examples inserted for the program.

Information for the Work Site Supervisor

These suggestions are meant only to aid in the day-to-day training of students. The training plan lists all activities students are required to complete at the site during their training. The following ideas might be helpful when the pace is slow or the day's activities do not allow for the Work Site Supervisor to help the student complete specific training plan objectives:

- Discuss where the student should park (if student drives); if employee door or special entrance is to be used; where to place purse, books, etc.; location of restrooms; and safety or conduct rules that are necessary at the business.
- Inform the student if attire is acceptable.
- Discuss with the student exactly what is expected (attitude, behavior, performance, etc.). Do not forget to discuss safety and emergency procedures with the student, such as earthquake and fire drill procedures.
- Assign the student routine tasks to do each day upon arrival (i.e. sort mail, file paperwork, etc.).
- If possible, have the student report to the same person each time when arriving and leaving.
- Discuss tasks that might be accomplished that day.
- Have the student fill out an application for any potential job opening.
- Set up a mock interview with the student as done with any other potential employee.
- Have student observe a staff or employee meeting.

- Have student observe an area of skills that he or she is not quite ready to complete.
- Have student read any trade and/or industry information available.
- Assign reading books at the site and ask for a written report.
- Talk to the student about personal enjoyment and dislikes on the job.
- Save tasks or projects for the student to do, if possible.
- Quiz the student (even verbally) on things that he or she should have learned.

Training Plan Highlights

Training Plans are required for all students participating in On-the-Job-Training (not used in classes that are total classroom or lab).

1. The Training Plan should be used as a teaching tool to discuss:
 - Skills and/or competencies required for various job titles
 - What students will do in OJT
 - Performance standards and criteria for grading
2. The Training Plan should be used by training site Supervisors as an outline of competencies students should experience; the instructor or student should complete the heading section on the cover sheet.
4. Each student should be given the Training Plan pages that reflect job titles appropriate to the training site.
5. Each student should keep the training plan in his or her folder at the site and take responsibility for recording tasks completed.
6. The instructor should check Training Plans during each OJT visit and record it on the visitation log. At the same time the instructor should:
 - Inform site personnel of learning activities needing attention
 - Keep training plan current
 - Indicate student is performing appropriate and varied tasks
7. Each student should complete as many competencies as possible on the Training Plan; however, it is possible to complete a job title without completing every task on the Training Plan.

Community Classroom Forms

Forms used by the instructor for community classroom purposes can be found online. These include the 'On-the-Job Supervision Report' Form and 'Weekly Time Sheet' Form.

Cooperative Vocational Education Program (CVE)

The purpose of the Cooperative Vocational Education program is to provide high school students and adults supervised part-time, paid employment as part of their classroom program. The goals of CVE are to provide sufficient training and experience for students so that they may decide if this type of work is suited to their abilities or interests, as well as to provide students with the necessary qualifications to obtain entry-level employment in the industry.

CVE Definitions (Title V Administrative Code 10100)

- a. Cooperative Vocational Education: an instructional methodology which correlates concurrent, formal vocational classroom instruction with regularly scheduled, paid On-the-Job Training experience. Cooperative vocational education assists students to develop and refine occupational competencies (attitudes, skills and knowledge) needed to acquire, adjust, and advance in an occupation.
- b. Competency: the prescribed performance level for a skill knowledge, and attitude necessary to accomplish a job task.
- c. Formal Vocational Instruction: instruction provided by a qualified Instructor, utilizing a lesson plan, for a group of students in a classroom.
- d. Related Classroom Instruction: formal vocational instruction correlated with paid On-the-Job Training experiences.
- e. Cooperative Vocational Education Individualized Training Plan: is a written document that identifies those competencies the student will acquire through vocational classroom instruction and paid On-the-Job (OJT) training experiences.
- f. Cooperative Vocational Education Teacher: the certificated vocational education instructor, employed by the local educational agency operating a cooperative vocational education instructional methodology, which provides the formal vocational classroom instruction, conducts the required visitations to paid on- the-job training stations, and verifies student acquisition of competencies identified in the training plan.
- g. Cooperative Vocational Education Training Agreement: a written document which describes the conditions and requirements to be met by those parties (school, employer, student, and parent) involved with the utilization of business as industry resources for vocational instruction.

Instructor Responsibilities

The following information is the responsibility of the instructor who interacts with CVE students as part of the classroom. The instructor must:

1. Verify that the student enrolling in CVE has a job that correlates classroom instruction with paid On-the-Job Training.
2. Secure a CVE Training Agreement (available online at www.esgvrop.org), signed by the instructor of record, parent and/or guardian, and employer.

3. Forward the original copy of the agreement, along with a copy of the work permit, to the CVE Coordinator (check with Main Office). Note: Work Experience and/or CVE square on the work permit must be checked, or the letters CVE on line provided beneath Work Experience.
4. File weekly time sheets for CVE students' paid employment. These should correspond with weekly ADA attendance report, no more than 15 hours of On-the-Job Training (OJT) hours per week, plus related classroom instructional hours. Keep a record of related classroom instruction hours, separate from OJT hours, in the roll book. On the weekly ADA attendance sheet, these hours are combined.
5. Provide a CVE student with a minimum equivalency of three instructional periods per week. A classroom instructional period must equal at least 50 minutes and be related to competencies of the On-the-Job Training.
6. Provide a Training Plan for each employer.
7. Visit each employer at least once every four weeks. (Note that the requirement for community classroom instruction requires visitation every 3 weeks). One out of two visits must include an observation of the student engaged in On-the-Job Training. The instructor must retain a record of the visitations and a written evaluation of each CVE student during the visitations. The instructor must also use the ESGVROPTC visitation cards for notation of the visits.
8. Provide the required supervision and/or coordination of CVE.
9. Obtain a Training Plan for each CVE student (refer to the existing community classroom Training Plan). The Training Plan should include, but not be limited to, the following.
 - a. Competencies to be included in the instructional objectives of the approved course and/or program.
 - b. Estimated duration of training hours for competencies.
 - c. Identification of competencies to be taught in either related classroom instruction or at the OJT workplace.
 - d. A modified Training Plan to reflect CVE, by adding and deleting competencies to reflect student's job responsibilities.

CVE Enrollment Process

The instructor will initiate the ROPTC/CVE Training Agreements by signing the area for Instructor of Record and provide the student with the CVE Classroom Agreement for processing.

All ESGVROPT/C students who receive *actual* paid employment must do the following:

1. Sign the Training Agreement Form and take this form to the home school to have the CVE Work Permit initiated. (Students must inquire at their home school who is the person responsible for processing work permits).
3. Take the Training Agreement and Work Permit application to the place of employment to have the employer sign the Training Agreement and fill out the necessary information on the Work Permit application.
4. Return the Work Permit application form to the home school. The person responsible for initiating the work permit will send a copy of Work Permit to the instructor of Record.
5. Obtain a parent and/or guardian signature on the Training Agreement and return to the instructor of Record. NOTE: This must be done within a one-week time period; the student must return the CVE Classroom Agreement.
6. Have the Instructor of Record forward the original Training Agreement along with a copy of the Work Permit to the CVE Coordinator's office.
7. Have the CVE Coordinator sign off on the Training Agreement and provide copies of the Training Agreement to be distributed, along with a CVE file and progress record.

CVE Forms

There are several CVE forms available online at www.esgvrop.org:

1. ROP/TC Cooperative Vocational Education Training Agreement
2. CVE Classroom Agreement
3. Agreement to Work Past 10:00 p.m.
4. ROPTC / CVE Problem Report (Notice to Parents)
5. CVE Weekly Time Sheet
6. CVE / Community Classroom Time Sheet
7. On-the-Job Supervision Report

STUDENT SUPPORT SERVICES

Guidance Services/Assessment

High School Division

The East San Gabriel Valley ROP/TC employs high school-based counselors and career clerks. The ESGVROP/TC counselors provide students with information regarding available ESGVROP/TC courses, provide guidance, and place students in the appropriate courses. The counselors provide follow-up guidance to students and assist ESGVROP/TC instructors with problems and questions. The counselors meet on a monthly basis to learn of any changes in courses offered, available services; they create an open forum to discuss the high school and ESGVROP/TC partnership, and additional courses they feel would be beneficial to the students.

Post-Secondary Programs Division

A Guidance/Assessment Center is located on the Del Norte campus. A staff member is on duty during school hours to provide career information, books, and reference materials to students. Online access and computers are available for student use. In addition, a regional branch of the Los Angeles County Library is located one mile away from the Del Norte campus at 1601 West Covina Parkway, West Covina, CA 91790-2786.

Counseling and Academic Services are provided to students struggling with personal issues that affect their academic performance, as well as students with disabilities and special needs. Counseling is provided on an individual basis, by appointment, in the Student Services/Academic Office located at the Del Norte campus.

Career Fairs

Instructors and students participate in career fairs held at high schools within the seven participating school districts. They provide fair-goers with information regarding all the classes offered. There is a sign-up sheet for students who want more information. It is then forwarded to the counselors so that they can provide students with appropriate guidance.

Dates of scheduled career fairs are disseminated throughout the year so that instructors may promote and present ESGVROP/TC programs.

Job Shadowing

During Job Shadowing, the observer (a student or an educator) follows an employee at a company for a few hours to learn about a particular occupation or industry. Job Shadowing can help students explore career objectives and select a career major for the latter part of high school. Job Shadowing can help educators by providing educational experiences for students, which are relevant to the challenges students will face when they complete their formal education and enter the working world.

Margett Career Pathway Academy

The district is contracted by Azusa USD, Baldwin Park USD, Charter Oak USD, Covina Valley, Glendora USD, and West Covina USD, to provide academic instruction to at-risk students in multiple grades (9 – 12), experiencing academic, behavioral, and/or social deficits. The instructors provide direct instruction in the core academic content areas to assist students in successfully returning to a regular education environment. The Margett Career Pathway Academy is an alternative educational environment for students who have been convicted of misdemeanor crimes (most frequently involving drugs or some form of violence), SARB referral, and/or for students who may thrive in an alternative learning environment. When students are removed from their school, they are referred to the Margett Career Pathway Academy for the remainder of that semester, plus the next semester. The courts and/or school districts usually (but not always) assign 100 hours of community service, require counseling services for students and parents, in addition to regular classes. By providing students with the required academics, it allows students to return to their high school for graduation. Instruction begins at 8 a.m. and ends at 2:30 p.m. This is a self-contained classroom with design-based curriculum (project-based learning) teaching English, Math, History, Science, Art and Physical Education. All students are assessed, including academic standing, learning modalities, personality and career planning. Students are placed in small groups of five to seven participants who are at the same level of the topic being taught. All students are provided with an adult mentor on staff with the ROP. Students have an opportunity to take CTE classes and visit worksites which facilitates career awareness. Those students turning 18 years of age can continue in the ROP's post-secondary certificate or technical degree programs, with the same individualized instructional approach they received through the Margett Career Pathway Academy. Afterwards, they may transfer to one of the many Post-Secondary institutions that articulate/work closely with the district.

Workability I

The objective of the WorkAbility I Program is to provide vocational assessment, pre-employment classes, case management, job development, job coaching, and teaching employers about ADA. The grant targets job placement for 75 special education students with an additional 300 students receiving pre-employment courses. Community employers provide work site learning and employment opportunities for students.

Scholarship Programs

Outstanding Student Recognition Award Program

Annually, ESGVROP/TC conducts a search for excellence within the student body. Instructors are asked to nominate students from their programs that have demonstrated the desire to excel. This competition is open to all students, regardless of academic standing. Nominated students are recognized by the ESGVROP/TC Board at a special awards ceremony. At the completion of the competition, a total of six students from the various career paths, are selected by a committee comprised of ESGVROP/TC instructors, staff, and volunteers from local businesses. The six winners are recognized at a special ceremony. In addition, the winners receive recognition at the Olympic Chapter (CAROC/P) ceremony, at which time they may qualify for monetary stipends donated by industry.

Booster Club

The purpose of the Booster Club is to raise funds for ESGVROP/TC scholarships and Outstanding Student Recognition awards. The club membership automatically includes the entire ESGVROP/TC staff, with participation on a strictly voluntary basis. Activities are planned throughout the year to raise funds. Events that have taken place, or are planned for the year, are: bus trips to various points of interest, raffle drawings, popcorn sales, candy sales, and TV show tapings. Suggestions for other fund-raising events are requested from all staff members. In addition to the monies raised, a by-product of the activities is social in nature. The staff is united in its pursuit of an important cause. Everyone is recognized for participating, regardless of the size of the contribution; they are part of a vital effort that will improve the educational opportunities of worthy students.

Post-Secondary Programs Services

The ESGVROP/TC provides post-secondary education through the Post-Secondary Programs division. The Technical Degree programs provide instruction in both theory and practical applications and methods, associated with the subject area. Each program provides instruction and laboratory practice that exposes students to as many aspects of the program, as well as the range of available career possibilities within the field. Students are offered a solid base of technical and/or business knowledge, plus the academic and communication skills that will provide them with a foundation to continue to grow, learn, and advance.

Post-Secondary Program classes are offered at the Del Norte campus. Federal student aid is available to students who qualify. Further information about these programs, as well as support services for adult students, may be obtained through the Admissions Office located at the Del Norte campus or through the Post-Secondary Certificate Program Catalog.

Child Care

Child Care services are available to ESGVROP/TC Post-Secondary Programs (PSP) Adult Students, who are enrolled full time in PSP classes. Operating hours are from 7:30 am until 2:30 pm during the Fall and Spring semesters; 7:30 am until 3:30 pm during the Summer semester. This program offers children educational activities, and helps to promote all developmental areas of physical, intellectual, social and emotional skills.

The Early Childhood Education Class is a 900 hour class that trains and assists Adult students to become preschool teacher's assistants. Students can apply all theory learned in class at the preschool with the children, and learn hands-on, as well as how to interact and work with children. Students who complete this course will receive a Certificate of Completion, 6 ECE college units, a CPR card and First Aid card.

Job Fairs

The events are organized jointly by ESGVROP/TC and local employers. The objective is to acquaint the students and/or participants to the employment options open to them. The students and/or participants are able to visit each table to talk to the employers, learn about job requirements, available jobs, and pick up job applications. At times, employers will ask for students' resumes and may schedule interview appointments.

Business Incentives

1. Advisory Committees

Local business people, many of whom are parents, are invited to sit on an Advisory Committee, related to their profession. They assist the instructors by reviewing course outlines, training plans, evaluation techniques, and benchmarks, based on current industry standards, to ready students for employment. They donate their time and help to develop new programs and keep established programs up-to-date.

2. Tax Credits

Businesses that employ students and/or participants enrolled in a One-Stop, Family Self-Sufficiency, 8%/30%, Youth Job Training Partnership Act, and WIA programs, may qualify for tax credits.

3. Recognition

Employers and businesses are recognized for supporting youth at the LA Works Awards Breakfast and the ESGVROP/TC Business Partners Breakfast.

Direct Support Professional (DSP)/Regional Centers

The ESGVROP/TC provides training for all persons employed as a Direct Support Professional (DSP) to become certified. DSPs are mandated to pass a competency test, in order to maintain employment in community care facilities, which are homes to individuals with developmental disabilities. The ESGVROP/TC works with the local regional center to serve DSP students.

WorkSource/One-Stop Centers

WorkSource centers provide resources and solutions to individuals seeking employment, or businesses seeking qualified workers.

Individuals looking for a new or better career will find skilled employment specialists, thousands of local job listings, training resources, support services, and full-service technical centers with phones, fax machines, copiers, and computers with Internet access and resume building tools.

Worksource/One-Stop Centers have state-of-the-art, self-directed services to help job seekers with their job search, at no cost, including:

- Job Search Assistance
- Direct Placement
- Education and Training

- Job Boards
- Job Clubs
- Resource Centers with computers, fax machines, and career-related publications
- Financial Counseling Workshops
- Employment Counseling
- Referral to other types of assistance
- Child Care information
- Transportation information
- Advocacy
- Labor Market Information

There are many different types of training services available. Job seekers may qualify for expanded services, including job counseling, educational, and occupational skills service, as well as qualify for special services. In addition, training services are offered to individuals who are long-term unemployed, low-income, have collected unemployment, or have been laid off from an industry that they are not likely to return to. Special services are also available for Mature Workers, Dislocated Workers, and Workers with Disabilities.

Businesses can find qualified candidates, customized training resources, and assistance, easing the pain of downsizing for employees. If they are simply trying to minimize the hassle of finding a qualified candidate, WorkSource Centers can help. When a facility cannot accommodate the need to conduct mass hiring or interviews, some of the WorkSource/One-Stop Centers provide interview and meeting rooms, as well as many of the tools found in most business centers.

Call (888) 226-6300 to speak to a WorkSource California representative or visit:

www.worksourcecalifornia.com.

Workforce Investment Act (WIA)

A variety of programs and services may be available to ESGVROP/TC students through the Workforce Investment Act (WIA) Program. Services offered through the WIA Program are typically administered by WorkSource Centers. WorkSource Centers are also referred to as One-Stop Centers. There are eighteen Federally-funded WorkSource Centers in Los Angeles County.

Assisting a potential or current student with funding for training is a service a WorkSource Center may, or may not provide. Not all WorkSource Centers allocate funds for training in their budgets. When a WorkSource Center does provide funding for training and have funds available, there are a number of requirements a student must meet to be eligible to receive any financial and/or funding-related services.

Intensive Client:

WorkSource Centers only provide financial and/or funding-related services (such as funding for training or supportive services), to clients who have been formally enrolled in their program. Students who are enrolled with a WorkSource Center are usually assigned a Case Manager and a Job Developer. Students receiving this level of service are referred to as 'Intensive Clients.'

Geographical Restrictions:

WorkSource Centers typically provide funding-related services within a specific geographical area. It is a common practice for WorkSource Centers to loosen their geographical boundary restrictions when they have ample funds. Conversely, when funds are limited, WorkSource centers tend to tighten their geographical boundary restrictions and limit assistance to only those individuals who reside within their designated service area.

Starting Point for Students:

The starting point for a student would be to attend the WorkSource Center's orientation. Most WorkSource Centers make attending their orientation meeting a mandatory first step. It is at the WorkSource Center's orientation where students will learn about the various programs and services available to them, the eligibility requirements, and the application process.

Referring potential Students & Reverse referrals:

There are two occasions when potential students should be referred to a WorkSource Center to inquire about funding. The two occasions are:

1. When a student does not qualify for East San Gabriel Valley ROP/TC 'regular' method of funding for training (i.e. Pell Grant).
2. When the WorkSource Center has indicated that funds for training are available.

When a WorkSource Center has funds allocated for training services, and which they are attempting to spend, they will often have potential clients visit several training facilities (usually a minimum of three) to research different training programs. If the WorkSource Center Case Manager believes a client would be a good match with a training program offered at East San Gabriel Valley ROP/TC and refers the client to the district, this is known as a 'Reverse Referral.' A Reverse Referral is a good indication that funding for training is available and that the client has met the eligibility requirements and is actively working with a WorkSource Center.

Local WorkSource Center:

The WorkSource Center which serves the geographical area of East San Gabriel Valley ROP/TC is: LA Works, 5200 Irwindale Ave, Irwindale, CA, 91706. Phone: (626) 960-3964. Orientations are held on Thursdays at 9:00 am.

Eligibility Criteria:

To be enrolled as an intensive client and to become eligible to receive financial-related services from a WorkSource Center, students must meet the eligibility criteria to one of three possible client classifications: Adult, Dislocated Worker, or Youth. Each client classification has specific requirements.

Criteria for Adult:

A student may be eligible to participate in the program as an 'Adult' if he/ or she meets the following criteria:

1. Age 18 or older
2. Economically disadvantaged
3. Unemployed and unable to achieve employment through the more basic (core) services provided by the WorkSource Center. For training services, unemployed and unable to achieve employment with the more intensive services provided by the WorkSource Center
4. Employed, but determined by the WorkSource representative to be in need of intensive or training services, in order to obtain or retain employment that allows for self-sufficiency
5. After the interview, evaluation, or assessment and case management, the adult has been determined:
 - a. As appropriate for training services
 - b. To be in need of training services
 - c. To have the skills and qualifications to successfully participate in the selected training program

Those seeking training are unable to obtain other grant assistance for such services (including Federal Pell Grants), or require assistance beyond the assistance made available under other grant assistance programs.

Criteria for Dislocated Worker:

A student may be eligible to participate in the program as a 'Dislocated Worker' if he or she meets the following criteria:

1. Has been terminated or laid off, or who has received a notice of termination or layoff, from the employer
2. Is eligible for or has exhausted entitlement to unemployment compensation
3. Has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under State unemployment compensation law

A student can be defined as Dislocated due to permanent closure or substantial layoff when the student:

1. Has been terminated or laid off, or has received notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at a plant, facility, or enterprise
2. Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days
3. For the purpose of eligibility to receive other than training services, intensive services, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close
4. Was self-employed as a result of general economic conditions in the community in which the student resides, or because of a natural disaster

A Displaced homemaker is defined as a 'Dislocated Worker' when the student:

1. Has been dependent on the income of another family member, but is no longer supported by that income
2. Is unemployed or under employed
3. Is experiencing difficulty in obtaining or upgrading employment

Criteria for Youth:

A student may be eligible to participate in the program as a 'Youth' if he or she meets the following criteria:

1. 14 through 21 years of age
2. Economically disadvantaged
3. An individual who is in one or more of the following:
 - (a) Deficient in Basic Literacy
 - (b) A school Dropout
 - (c) Homeless, a Runaway, or Foster Child
 - (d) Pregnant or Parenting Youth
 - (e) A student who requires additional assistance to complete an educational program, or to secure and retain employment

CalWORKS/GAIN/ADFC

Under the CalWORKS Program, participants qualify to take either ABE/GED, vocational, or work experience training. Participants are either referred by Case Managers or are Self-Initiated Participants (SIP). DPSS Case Workers based at the DPSS offices in El Monte and Pomona, assist with referral and counseling. EDD also provides job search services for clients from its West Covina and Pomona offices.

Senior Community Service Employment Project

The Senior Community Service Employment Program (SCSEP) provides part-time work-based training opportunities at local community service agencies, for older workers who have poor employment prospects. It assists with the transition of individuals to private or other employment opportunities in the community. The program provides a variety of supportive services to the individual, such as personal and job-related counseling, job training, and job referral.

Individuals who participate in the program must be residents of California, at least 55 years of age, and have an income that does not exceed 125 percent of the Federal poverty level. (\$1,134.41 per month/\$13,613.00 annual). The SCSEP Eligibility Calculator is available on the California Department of Aging website (www.cda.ca.gov), to assist individuals in determining SCSEP income eligibility. The Calculator is intended to be a guide. Some income sources may be excludable, and other factors may affect an individual's eligibility. It is strongly recommended that individuals confirm their eligibility results with SCSEP program staff.

The work-based training is an integral part of the program. Individuals may receive job-related training prior to, and as preparation for, their community service assignment; they train for an average 20 hours per week. After a prescribed period of On-the-Job Training, individuals are either transitioned into unsubsidized employment or rotated to other training positions in the community, to further upgrade their skills and assist in finding unsubsidized employment.

For more information about this program in your area, call your local Area Agency on Aging at: 1-800-510-2020, or contact the program operating in Los Angeles County at: (213) 738-2702.

YWCA WINGS

YWCA-WINGS (Women in Need Growing Strong) is a multi-purpose domestic violence program providing services to victims of domestic violence; it is done with compassion, understanding and cultural sensitivity. An integral part of the YWCA-WINGS mission is to educate and empower women to be self-sufficient.

YWCA-WINGS was founded in 1978 as a 24-hour rape crisis help line. The volume of domestic violence calls prompted its creators to alter its mission to include a full-service shelter for battered women. Since then, YWCA-WINGS helps approximately 1,500 women, annually, through its residential and non-residential site. For assistance, call, or have someone call, the 24-hour help line at: (626)967-0658.

Information on YWCA-WINGS volunteer and internship opportunities can be found at: www.ywcasgv.org/wings.html.

Additional information at: e-mail: volunteer@ywcasgv.org, or telephone: (626) 960-2995.

Homeless Shelters and Food Bank Resources

For a directory on homeless shelters and food bank resources in California, visit: www.homelessshelterdirectory.org/california.html

INFO LINE of Los Angeles

The INFO LINE of Los Angeles provides free information regarding different types of human services. It includes adult services, counseling, legal assistance, financial assistance, training, services for people with disabilities, and other social services. Its services are free and confidential, 24 hours a day, seven days a week. Services are provided in English, Spanish and 160 other languages. Services are also provided for the deaf and hearing impaired.

The INFO LINE of Los Angeles is a private, not-for-profit organization that is the largest, most technologically advanced service of its kind in the nation. The service, was started in 1981, and helps 290,000 people each year; it has a budget of \$5.2 million. An individual may Dial 211; it is a free and confidential 24-hour, 7 days a week, hotline.

Further information may be found at: www.infoline-la.org.

Los Angeles	(323) 686-0950
San Gabriel Valley Area	(626) 350-6833
Burbank, Glendale Area	(818) 956-1100
San Fernando Valley Area	(818) 501-4447
West Los Angeles Area	(310) 551-2929
South Bay/Long Beach Area	(310) 603-8962
Airport Area	(310) 671-7464
Other Los Angeles Areas	(800) 339-6993
TDD telephone number for the hearing impaired	(800) 660-4026

Health Fairs

Local health care providers must contact an ESGVROP/TC instructor, in order to arrange for student participation at community health fairs. The students participate at Red Cross fairs, as well as flu clinics. Students are allowed to be involved in patient intake, medicine preparation, vision testing, blood pressure monitoring, and height and weight screening. Students also participate in Diabetes Walk-A-Thons, Breast Cancer Walk-A-Thons, American Heart Walk, Spring Run with Foothill Presbyterian Hospital, and volunteer at the West Covina Red Cross Aphaeresis Center, performing duties that include follow-up calls, scheduling appointments, and filing.

ESGVROP/TC Catalogs

The secondary catalog of classes offered by ESGVROP/TC is available online at the ESGVROP/TC website (www.esgvp.org). The information provided, assists parents and students with the selection of the appropriate classes to satisfy interests and meet goals.

The Post-Secondary Programs Certificate Program Catalog includes: the Technical Degree programs offered, Financial Aid information, Academic Policies and Procedures, Career Services, Student Services, and Faculty information. This catalog is available online at the ESGVROP/TC website or by contacting the Post-Secondary Programs Admissions Office located at the Del Norte campus in West Covina.

Examples Of Community Partners

Institution	Role(s)
AmeriCorps	Volunteer Tutors
Azusa Chamber of Commerce	P.R., Fundraisers, Community Data
Boy Scouts of America	Explorer Program
Career Partners	Certified One-Stop Center
Casa Colina	Referrals
Citrus Municipal Court	Partners in appropriate training for misdemeanor referrals
City Governments: Azusa, Covina, Baldwin Park	CRA Funding and Support
County Probation Department	Assistance with Students
Covina Chamber of Commerce	P.R., Fundraisers, Community Data
Crippled Children Society	Referrals
Department of Mental Health	Client Referral for PWI/Advisory Committee
Department of Rehabilitation	Service for Disabled Students
DPSS	Student Referrals
East Valley Community Health Center	Advisor
EDD	Job Search, Student Referrals
Industry Manufacturers Council	Guest Speakers
Info Line	Crisis Hotline
Inland Valley Volunteer Center	AmeriCorps Partner
Irwindale Chamber of Commerce	P.R., Fundraisers, Community Data
LA County Housing Authority	Student Referrals
La Puente Valley Mental Health	Mental Health Assistance
LA Works	Job Placement
Legal Services	AmeriCorps, CLASP Resource
National Council on Aging	Volunteers
One Stops - County and City	Student Referrals
Project Info	Family Counseling
Project Sister	AmeriCorps Training Site
Red Cross	CNA Testing, CPR Instruction
San Gabriel Valley Tribune	News Releases, P.R.
San Gabriel/Pomona Regional Center	Service for Disabled Students
Social Security Office/Industry	SSI/SSDI Information
Walnut Chamber of Commerce	P.R., Fundraisers, Community Data
Walnut Police Department	Mentoring
Walnut Rotary	Scholarships
West Covina Chamber of Commerce	P.R., Fundraisers, Community Data
West Covina Police Department	Guest Speakers, Mentoring
West Covina Rotary	Scholarships
Wings/YWCA	Crisis Shelter

Evaluation Forms

The following forms are available online at www.esgvrop.org:

- 'Course Evaluation' Form
- A 'Worksite Evaluation' Form
- An 'Evaluation by Community Classroom Training Site' for training site Supervisors
- Sample 'Thank You' letter from a student addressed to a training site Supervisor

The following information is outlined in the Operations Handbook for California's Regional Occupational Centers and Programs, March 2008.

Course Development

Courses for Regional Occupational Centers and Programs (ROCPs) are developed with the cooperation of industry representatives from the occupation for which the courses are designed. Subject matter employer advisory committees are a required component of course development (California Code of Regulations (CCR), Title 5, Section 11504 (i)).

They provide direction in the identification of course goals, objectives, and competencies and in the selection of course content. ROCPs refer to the California Career Technical Education Model Curriculum Standards and Frameworks, <http://www.cde.ca.gov/re/pn/fd/index.asp>, when revising or developing new courses. The course outline will serve as the ROCP Instructor's road map for providing learning experiences and opportunities for students to achieve career technical objectives effectively and efficiently. The outline helps the ROCP Instructor ensure competency achievement. Details on course development, governing board approval, certification, and re-certification procedures are available in the ROCP Operations Handbook developed by the California Department of Education (CDE) at the CAROCP website: http://www.carocp.org/library/document/M4_operations_handbook.pdf

Statewide Course Outlines

There are instances when course outlines are developed at the state level. These usually occur when there is an industry desire to have standardized course content, which directly benefits that industry. In the development of a statewide course outline, the California Department of Education convenes a meeting with ROP and industry representatives from throughout the state, which serves as the Advisory Committee. Labor market information is furnished by the industry, and represents the entire state. Once the course outline is developed, CDE transmits the packet containing the outline, the Advisory Committee minutes, and the labor market information to all ROCPs statewide. The certification is valid at all ROCPs offering the course for the first year only.

When submitting the course certification form before offering the course, the local ROCP only needs to indicate 'statewide course outline' on the form. No attachments are needed.

After the first year, any ROCP offering the course must convene an appropriate local Advisory Committee. Additionally, any ROP wishing to modify the course outline to better fit the local labor market must convene an appropriate Advisory Committee.

Course Outline Template

Local Course Number:

The local course number is the number assigned by the local ROCP. This number is used to track courses at the local level.

Course Title:

The course title should include mention of the occupational area and/or outcome.

Original Board Approval Date:

This is the date the course was originally approved by the local governing board.

CBEDS Title and Number:

The title should be followed by the appropriate California Basic Education Data Systems (CBEDS) occupational cluster title and number.

Occupational Codes/Job Titles:

This section should list those job titles for which the course prepares students, as identified by the course Advisory Committee. The O*Net codes must be listed. The O*Net codes can be found at <http://online.onetcenter.or/crosswalk>. List all the O*Net codes that cover the occupations a student may enter.

Course Description:

The course description should:

- Be understandable by a prospective student and identify essential components of the course, including both general workplace skills and industry-specific skills.
- Reference jobs and employment for which the course prepares students or describe the pathway in which it is a part.
- Include instructional methodologies to be used, as well as mention work-based learning options (community classroom and cooperative vocational education), available for eligible students.
- If the course is part of a defined sequence/pathway of courses, the other courses should be identified within, or following the course description, either by narrative or graphically.

Supports Academic Standards:

Indicate if the course supports the following academic standards

English-Language Arts	yes	no
History-Social Science	yes	no
Mathematics	yes	no
Science	yes	no
Visual and Performing Arts	yes	no

Support of Career Preparation Foundation (SCANS) Standards:

Select the SCANS standard supported by the course.

None

Personal Skills	yes	no
Interpersonal Skills	yes	no
Thinking and Problem-Solving Skills	yes	no
Communication Skills	yes	no
Occupational Safety	yes	no
Employment Literacy	yes	no
Technology Literacy	yes	no

Industry-Based Certification:

Identify the industry-based certification this course supports.

Hours:

Total course hours to be given, including work-based learning hours (e.g. community classroom and cooperative career technical education).

Classroom/laboratory hours	_____
Community Classroom hours	_____
Cooperative Vocational Education hours	_____

Community College Articulation:

Identify the community college(s) with which you have formalized articulation agreements

High School Graduation:

Meets high school graduation requirements	yes	no
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CSU Entrance:

Meets CSU entrance requirements	yes	no
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UC Requirements:

Approved for UC entrance requirements	yes	no
Category	_____	
Nature of approval (semester, equivalent, etc.)	_____	

Duplication:

Reviewed for duplication with other LEAs	yes	no
If duplication, notification process has been followed per Education Code Section 52330	yes	no

Labor Market Demand:

Identify the labor market demand	High	
	Medium	
	Low	
Labor market demand developed within the last 12 months	yes	no

Advisory Committee:

Date curriculum approved by Advisory Committee	_____
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Advisory Committee Composite:

Note that Business and Industry must be greater than the count of educators and others:

Business/Industry	_____
Educators	_____
Others	_____

Governing Board Approval:

Governing Board approval date for course	_____
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Revision Date:

Date of the creation and/or revision should be indicated.

Prerequisites:

Prerequisites should be listed, including desired academic skills. Recommended prerequisites may also be listed to alert students to optimal skill level to maximize learning.

Course Outline:

The course outline should include two major components, CTE foundation and pathway standards:

- a. Identify the specific standards the course supports
- b. Content area skills should reflect industry standards and should include all the required skills for entry-level employment or the requisite skills for the next step in the career pathway, if the course does not lead directly to entry-level employment. Skills should be grouped logically within units that are titled. An outline or hierarchical numbering system should be used.
- c. Expected student proficiencies (statements of what the student will be able to do upon completion of the course) should be listed somewhere in the course outline. It is recommended that the entire course outline be written in this competency-based format; in other words, the skills to be taught should be listed as statements of what the student will be able to do, rather than as topics. This specificity ensures consistency of standards from one Instructor to the other, helps with lesson planning and the development of Individualized Transition Plans (ITPs) and certificates, and is more reflective of industry skills standards.
- d. The hours of instruction for each unit should be provided in classes where, in addition to classroom instruction, there is a lab, community classroom, or cooperative vocational education component; the hours of instruction for a particular competency area should be divided among these categories, as appropriate. Industry or licensing requirements can be addressed, if appropriate.

Additional Recommended Items:

- Instructional Strategies: List or describe methodologies to be employed, including simulations, demonstrations, and labs.
- Instructional Materials: Identify recommended or approved texts, materials, websites, & software.
- Certificates: Identify certification requirements. If several certificates of competency may be earned, list required competencies for each awarded.

Course Certification

All new courses are submitted through the CDE via the ROCP On-line Course Certification System <http://www2.cde.ca.gov/rocpcc/logon.aspx> within 15 working days of governing board approval. After the ROCP Superintendent or designee has electronically approved the course, the course outline and advisory committee minutes are e-mailed to the CDE ROCP consultant. The CDE will review the on-line system along with the electronically submitted materials, to determine whether all the required steps in the course development process have been completed according to the ROCP Operations Handbook.

Within 20 working days of receipt of the course outline, the CDE will either provide electronic e-mail certification of the course or notify the contact person identified in the on-line system that certification cannot be given. It is the responsibility of the governing board to ensure that courses have been developed appropriately in accordance with the ROCP Operations Handbook per Education Code Section 52309.

Re-certification of Revised ROCP Courses

Once a course outline has been certified by CDE, an ROCP only needs to submit it again in the following circumstances (the course will receive a new state certification number as part of this process):

- There has been a change in CBEDS number.
- There has been a major change – addition or deletion- in instructional content. Examples: An ROCP has a course outline in Legal and Law Enforcement Occupations and has added an entire unit on post-911 security issues and weapons of mass destruction. An ROCP has deleted phlebotomy from Medical Assisting - Clinical.
- There has been a change in hours of instruction – either an increase or decrease- of 20% or more in total course hours. Previously certified courses that will no longer be offered should be removed from the list. CDE should be notified in writing.

Labor Market Information

ROCP courses must meet a documented labor market demand (Education Code Section 52302.3 (a) (1). ROCPs can demonstrate that they met this requirement through Employer Advisory Board minutes, which indicate that labor market information was presented and discussed. A labor market survey establishes both the availability of employment and the skills necessary to secure it. The survey can be conducted by students as a classroom activity using information from government websites, such as: O*Net, the Department of Labor and the State agencies, such as, the Employment Development Department (EDD). Reference ROCP Operations Handbook, Instructional Program, Chapter 3, Page 14 at http://www.carocp.org/library/document/M4_operations_handbook.pdf

Labor market information is also an essential element in program assessment and evaluation. As an ongoing process, the Biennial Review requires certain current job market information to validate program appropriateness. The implementation, continuance, or termination of a course depends, in part, upon labor market demand.

Course Sequencing

Education Code Sections 52302 (a) (b) (1) applies to ROCPs and community colleges. ROCPs and the community colleges are required to ensure at least 90% of all courses, in which the ROCP and community college have in common, are part of a sequence.

The governing board of each ROCP is required to develop a plan for establishing sequences of courses. The ROCP is required to consult with the superintendents of the school districts served by the ROCP and Presidents of community colleges in the area during the development of the plan. Reference http://www.carocp.org/library/document/M4_operations_handbook.pdf , ROP Handbook, Instructional Program, Chapter 3, Pages 17 – 22, for detailed instructions pertaining to the course sequencing, plan content, adoption, four-year renewal cycle established in 2008, and approval and certification as required by the California Education Codes.

As a condition of funding, Education Code 52302 (c) requires school districts, ROCPs and community colleges to develop occupational course sequences for Perkins-funded courses. Reference http://www.carocp.org/library/document/M4_operations_handbook.pdf , ROP Handbook, Instructional Program, Chapter 3, Pages 21 – 22, for detailed instructions pertaining to the course sequencing plan content, adoption, renewal cycle established in 2008, and approval and certification as required by the California Education Codes.

California's Accountability

With the passage of SB1X, Public Schools Accountability Act of 1999 (PSAA), California's accountability system has become one of the most comprehensive in the nation. California's policies now encompass five areas of an integrated accountability system: statewide assessment, school report cards, school rankings, rewards, interventions, and sanctions. The statewide assessment of basic academic skills, the Stanford 9, is part of the Standardized Testing and Reporting (STAR) program, and is currently used to calculate a school's Academic Performance Index (API). The API is used to measure school performance, set academic growth targets, and monitor progress over time. An augmented STAR test, based on statewide academic standards, and results of the California High School Exit Examination, will be added to the API.

Passage of SB2X, California High School Exit Examination of 1999 (CAHSEE), emphasizes public education's goal of ensuring that each student graduates from high school with the skills and knowledge needed to be successful in college or the workplace. SB2X challenges public education to fully align curriculum and instruction to State standards so students are well prepared for this assessment. The CAHSEE is aligned to California's Language Arts and Mathematics content standards. SB2X requires districts to provide supplemental instruction to students who do not demonstrate sufficient progress towards passing the exam. How districts provide this support is a local decision. It is imperative that ROCP course offerings are able to demonstrate alignment as well as supplemental instructional support of these content standards.

A-G Approved CTE Courses

The 'A-G' approved CTE courses are approved for admission requirements to the University of California.

In 1999, the Governor's School-to-Career Advisory Council commissioned the 'A-G' Interactive Guide Project to underscore the importance of simultaneously preparing high school students, both for careers and postsecondary education. Since the 2001-02 year, the number of CTE courses accepted for 'A-G' approval has increased dramatically. Today, over 9000 CTE are approved for 'A-G' credit or about 32.4 percent of the 23,600 CTE courses offered in California schools. Moreover, it is expected that the number of approved CTE courses will continue to climb. Pursuant to SB 1543 (2006), the University has developed model uniform academic standards for Career Technical Education courses to provide more guidance to Instructors who want their CTE courses approved by UC.

The ROP High School Division staff will assist Instructors in the writing and submission of CTE course outline applications to the University of California. The contact number is: (626)-472-5100.

For information on how to secure UC approval for CTE courses, visit the University of California website at <http://www.ucop.edu/a-gGuide/ag/cte/>

ESGVROP/TC MOST COMMONLY USED ACRONYMS

ABE	Adult Basic Education
ACSA	Association of California School Administrators
ACT	Adult Career Training
ADA	Average Daily Attendance
AERA	American Educational Research Association
ATB	'Ability To Benefit' Test
AVA	American Vocational Association
CAHCE	California Association of Health Career Educators
CANRA	Child Abuse and Neglect Reporting Act
CAROC/P	California Association of Regional Occupational Centers/Programs
CASAS	Comprehensive Adult Student Assessment System
CAVA	California Association of Vocational Administrators
CAVE	California Association of Vocational Educators
CBEDS	California Basic Education Data System
CBEST	California Basic Educational Skills Test
CBO	Community Based Organization
CCR	Coordinated Compliance Review
CDE	California Department of Education
CDS	Community Day School
CHSPE	California High School Proficiency Exam
CITEA	California Industrial Technology Education Association
CJAC	Comprehensive Jobs Assistance Center
COCCC	Chancellor's Office, California Community Colleges
COE	Council on Occupational Education
COLA	Cost of Living Adjustment
COPS	California Occupational Preference System
CSCVE	California State Council on Vocational Education
CTE	Career Technical Education
CVE	Cooperative Vocational Education
DAS	Division of Apprenticeship Standards
DECA	DECA Association of Marketing Students <i>(formerly Distributive Education Clubs of America)</i>
DOL	Department of Labor
DOR	Department of Rehabilitation
DOT	Department of Transportation
DSS	Department of Social Services
EDD	Employment Development Department
EDWAA	Economic Dislocation and Worker Adjustment Assistance Act
ELL	English Language Learner
ESGVROP/TC	East San Gabriel Valley Regional Occupational Program & Technical Center
ESL	English as a Second Language
ETP	Employment Training Panel
FBLA	Future Business Leaders of America
FTE	Full Time Equivalency
GAIN	Greater Avenues for Independence
GATB	General Aptitude Test Battery

GED	Test of General Educational Development
HOSA	Health Occupations Students of America
IEP	Individualized Education Plan (Special Education)
ITP	Individual Training Plan
JOBS	Job Opportunity and Basic Skills Program
LEA	Local Educational Agency
LEP	Limited English Proficient
LH	Learning Handicapped
LMI	Labor Market Information
MIS	Management Information System
NAB	National Alliance of Business
NEP	Non-English Proficient
OCR	Office of Civil Rights
OJT	On the Job Training
PIC	Private Industry Council
RFP	Request For Proposal (Grant Application)
ROCP	Regional Occupational Centers & Programs
RSP	Resource Special Program (Mainstreamed Student)
SCANS	Secretary's Commission on Achieving Necessary Skills
SDA	Service Delivery Area
SDC	Special Day Class (Special Education)
SDI	State Disability Insurance
SED	Serious Emotional Disturbance (Special Education)
SIC	Standard Industrial Classification
SJTCC	State Job Training Coordinating Council
Skills USA	Student Organization referred to as Skills USA <i>(formerly VICA - Vocational Industrial Clubs of America)</i>
SLH	Severely Learning Handicapped
STC	School To Career
STW	School To Work
TABE	Test of Adult Basic Education
TANF	Temporary Assistance to Needy Families
TP	Tech Prep
USDE	United States Department of Education
VATEA	Vocational and Applied Technology Education Act, Carl D. Perkins
VEA	Vocational Education Act
VERS	Vocational Education Resource System
VESL	Vocational English as a Second Language
VOICE	Vocational and Occupational Information Centers for Educators
WASC	Western Association of Schools and Colleges
WIA/WIOA	Workforce Investment Act / Workforce Innovation and Opportunities Act
YCC	Youth Career Connect Project (DOL Grant)
YO	Youth Opportunities