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Superintendent

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Assistant Superintendent, Educational Services

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Director, Technology & Facilities

Tonia Watkins
Director, Human Resources

Kenia Cueto, Ph.D.
Business Partnerships Manager

Our Mission:

North Orange County Regional Occupational Program equips and empowers tomorrow’s innovative, civic-minded professionals through career technical education.

Our Reach:

North Orange County Regional Occupational Program (NOCROP) has provided high-quality Career Technical Education (CTE) to high school and adult students since 1971. Operating as a joint powers agency, NOCROP is a CTE partnership by five school districts:

- Anaheim Union High School District
- Brea Olinda Unified School District
- Fullerton Joint Union High School District
- Los Alamitos Unified School District
- Placentia-Yorba Linda Unified School District

NOCROP serves portions of Los Angeles and Orange Counties, and the cities of Anaheim, Brea, Buena Park, Cypress, Fullerton, La Habra, La Habra Heights, La Mirada, La Palma, Los Alamitos, Placentia, Rossmoor, Seal Beach, Stanton, Whittier, and Yorba Linda.

Our Vision:

NOCROP will be recognized as the premier career technical education provider in California for high school students. Every high school student in each of our five districts will have access to a sequence of rigorous and relevant career technical education courses. These courses, taught by experienced and engaging instructors, will enrich students’ high school experience and provide them with the career compass needed to navigate a challenging future.
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A Message from Our Superintendent

Welcome! For almost 50 years, North Orange County ROP has provided high-quality, relevant career technical education (CTE), preparing students for success in employment, career advancement, and further education. Hundreds of thousands of students have benefitted from ROP coursework and training programs. Whether a student is aiming for college, career, or has no clue where their interests and aptitudes may fall, ROP courses are for ALL students. More than 13,000 students participate in over 500 ROP class sections which are held within the school day and after-school across 25 campuses.

What makes ROP unique? Our curriculum is developed and enhanced by building shared knowledge through advisory boards consisting of industry experts, post-secondary CTE educators, and community members. Our high-caliber instructors hail from the private sector and utilize their years of industry-based knowledge and experience to prepare students for success in future careers and post-secondary education. Our classrooms emulate workplace standards in terms of equipment, tools, and practices. Our student assessment strategies are focused on student proficiency in knowledge and skills. And most importantly, our instructional strategies focus on engaging students through innovative, project-based and service-learning strategies which develop character, empower civic activism, foster collaboration, nurture compassion, stimulate creativity, and test high-level critical thinking.

Unlike traditional classroom instruction using observational learning, ROP offers “learning by doing” centered on student engagement through real-world experience. Many ROP courses include work-based learning at over 400 community classroom sites. Students have the opportunity to earn industry-recognized certifications and/or State licensures in identified career pathway courses. They also develop leadership skills and efficacy through participation in Career Technical Student Organizations (CTSOs) such as Educators Rising, HOSA: Future Health Professionals, and SkillsUSA, where they become civic-minded and career-ready individuals.

Student engagement also includes preparation for post-secondary education, empowering students with a diversified skill set that applies to collegiate learning. We provide nearly 40 courses that articulate with 7 post-secondary institutions so that students can earn advanced placement or college credit while in high school. Also, all 95 of our courses are UC/CSU “a-g” approved. These courses stimulate analytical thought and integrate rigorous academic standards, preparing students for success in higher education.

We strengthen student engagement by integrating service-learning projects within many of our career pathways and CTSOs. Research has proven that when students apply classroom learning through projects bringing about positive changes in the local and global community, they develop a greater sense of purpose for learning, make stronger connections to the community, and strengthen transferable skills such as critical thinking, problem-solving, leadership, decision-making, collaboration, and communication.

For all of these reasons, you can see why North Orange County ROP received a full six-year, clear accreditation from the Western Association of Schools and Colleges in July 2019 and how ROP embodies the hands-on learning approach necessary for students to create a successful future in a challenging and changing workforce!

I want to extend a heartfelt thank you to our student-centered Board, valued community partners, supportive parents, mission-driven staff, inspiring instructors, and exemplary students—each representing why we are the premier CTE provider. All the best to our stakeholders in the 2020-21 school year and beyond!
Congratulations to Erin Brassfield, 2021 Teacher of the Year!

The North Orange County Regional Occupational Program (NOCROP) is proud to honor Ms. Erin Brassfield, Child Development Pathway Instructor at Cypress High School as its 2021 Nominee for the Orange County Teacher of the Year Awards Program sponsored by the Orange County Department of Education.

Ms. Brassfield started as a substitute instructor in 2006. The next year, she became an instructional assistant for the Careers with Children: Preschool Assistant training program. By 2010, she was promoted to Child Development Pathway Instructor at Cypress High School where her high school students operate a fully licensed preschool program on campus as part of their career technical education, work-based learning experience.

Teaching high school students how prepare, organize, and implement creative, deliberate, fun, and skill-building lessons and activities for preschool students is no easy task. For four hours each day, her students effectively run the preschool laboratory with precision. Her passion and dedication to both sets of students make her an incredible award nominee. For those fortunate to observe Ms. Brassfield in her unique classroom setting, they witness a highly structured, but dynamic learning environment where both preschool and high school students are engaged, motivated, and challenged.

According to her Child Development Pathway students, she is not only caring, compassionate, and kind, but also their favorite teacher. One student stated, “Ms. Brassfield takes the time to build relationships with us and is always concerned about our learning and future which always inspires us to give both her and our preschool students our very best.”
About the Student Handbook

We want all students to be safe, satisfied, and successful in our ROP classes. This handbook describes the rights and responsibilities of ROP students and staff. It is a valuable reference for students, parents, and staff. Please note that policies and procedures may change between annual publications of this handbook. For current policies, procedures, and updates, please visit our website at www.nocrop.org. If you have any questions, please feel free to contact any ROP staff member—we are here to serve!

Academic Honesty

Board Policy 5131.9

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student’s education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive educational climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to ROP discipline rules.

Acceptable Use Policy for Electronic Resources and Technology

Board Policy 6185

The Governing Board intends that technological resources provided by the ROP be used in a safe, responsible, and appropriate manner in support of the instructional program and for the advancement of student learning.

The Board desires to protect students from access to inappropriate matter on the Internet. To that end, the ROP shall ensure that all ROP computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, pornographic, or otherwise harmful to minors, and that the operation of such measures is enforced. The ROP shall also implement rules and procedures designed to restrict student access to harmful or inappropriate matter on the Internet and to protect the safety and security of students and student information when using electronic communication. The ROP shall further ensure student safety through age-appropriate instruction regarding the ROP’s acceptable use policy and the safe use of social networking sites and other Internet services, including the dangers of posting personal information online, misrepresentation by online predators, and how to report inappropriate or offensive content or threats.

Student use of ROP computers shall be limited solely to instructional purposes. Access to social networking sites is prohibited and punishable under ROP policy; and, to the extent possible, access to such sites shall be blocked on ROP computers with Internet access. Staff shall supervise students while they are using online services and may ask teacher aides, student aides, and volunteers to assist in this supervision.

The ROP shall notify students and parents/guardians about authorized uses of district computers, user obligations, and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with ROP regulations and the ROP’s Acceptable Use Policy (Exhibit 6185). Before using the ROP’s technological resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Policy specifying user obligations and responsibilities.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures to help ensure that the ROP adapts to changing technologies and circumstances.

Acceptable Use Policy: Student Use of Electronic Resources and Technology

Exhibit 6185

I. PURPOSE

The Governing Board recognizes that it is important for students to have access to electronics-based research tools and resources and to master technology skills for their application to learning, problem-solving, production of work, and
presentation of information. The Board also recognizes that while these resources offer extraordinary learning opportunities and enriching educational materials, they also provide persons with illegal or unethical motives the avenues for reaching students, teachers, parents and members of the community. Additionally, these resources present tempting opportunities for users to explore areas that are either confidential, have restricted access, or are inappropriate to the classroom or workplace. It is the purpose of this policy to outline acceptable behavior with respect to use of ROP technology and electronic resources.

PERSONAL RESPONSIBILITY

Access to electronic resources requires students to maintain consistently high levels of personal responsibility, as delineated in ROP’s student conduct policy.

Acceptable student use of ROP electronic resources includes respect for, and protection of, password/account code security, as well as restricted databases, files and information banks. Personal passwords/account codes will be created for students and employees using electronic resources to conduct research or complete work. These passwords/account codes shall not be shared with others, nor shall students or employees use another party’s password except in the authorized maintenance and monitoring of the network. Strict control of passwords/account codes protects employees and students both from misuse and from wrongful accusations of misuse, of electronic resources in violation of ROP policy or state/federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the violation.

Access to electronic research is an expensive and time-intensive resource. Students are allowed to conduct electronic network-based activities that are classroom or workplace-related. Personal activities interfere with the educational/professional computer time and use for which the hardware and software are intended.

II. ACCEPTABLE USE

The use of North Orange County ROP technology and the ROP’s electronic network system is a privilege that may be revoked at any time. Behaviors that shall result in revocation of access shall include, but will not be limited to the following:

- damage, vandalism, or theft of system hardware or software;
- hacking, i.e., the unauthorized review, duplication, dissemination, removal, damage, and/or alteration of files, passwords, computer systems, programs, or other property obtained through unauthorized means;
- electronic vandalism, i.e., any malicious attempt to alter, harm or destroy equipment or data of another user, the ROP information service, or the other networks that are connected to the Internet;
- alteration of system software;
- placement of unlawful information, computer viruses or harmful programs on, or through the computer system;
- entry into restricted information on systems or network files in violation of password/account code restrictions;
- obtaining, downloading, viewing or otherwise gaining access to materials that may be deemed unlawful, harmful, abusive, obscene, pornographic, harassing/demeaning of others, threatening, descriptive of destructive devices, or otherwise objectionable under current ROP policy or legal definitions;
- violation of other users’ right to privacy; using another person’s name to send or receive messages on the network;
- access to unauthorized and/or inappropriate sites;
- sending or receiving personal messages; and
- use of the network for personal gain or to engage in political activity.

Use of Email

Access to electronic mail (email) is a privilege intended to assist students in efficiently communicating with others and in conducting work or school activities. The ROP email system is designed solely for educational and work-related purposes, and all email files are subject to review by ROP and school personnel. Unauthorized uses of email include, but are not limited to, chain letters, chat rooms, blogs, or social networking websites such as Facebook.com, with the exception of those bulletin boards, chat groups, or blogs created by teachers for specific instructional purposes.
Each student who receives a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account may be suspended or closed upon the finding of user misuse of the technology system or its resources.

Copyright
Students may not claim personal copyright privileges over files, data or materials developed in the scope of their instructional program, nor may students use copyrighted materials without the permission of the copyright holder. The connections represented by the Internet allow users access to a wide variety of media; students shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Consequences of Violations of Acceptable Use Policy
The consequences for violating the NOCROP Acceptable Use Policy include but are not limited to one or more of the following:

- Suspension or revocation of ROP network privileges;
- Suspension or revocation of Internet access;
- Suspension or revocation of computer access;
- Suspension or expulsion from the school program; and
- Referral to legal authorities for prosecution.

III. NETWORK ETIQUETTE AND PRIVACY
Students are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; vulgarities or obscenities, libelous language, and/or other inappropriate references will not be tolerated.
3. System users shall not reveal their personal addresses or telephone numbers or the addresses or telephone numbers of others during email transmissions.
4. System users shall not use the ROP’s electronic network in such a manner that would damage, disrupt or prevent the use of the network by other users. This includes the use of streaming audio or video files unless required in specific work-related communication.
5. System users should assume that all communications are public. The ROP and school district system administrators may access and read email on a random basis.

IV. SECURITY
The Governing Board recognizes that security on ROP’s electronic network is an extremely high priority. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system. The account codes and passwords provided to each user are intended for the exclusive use of that person. Any problems that arise from a user sharing his/her password/account are the responsibility of the account holder. Any misuse of an account, including the use of an account by someone other than the registered holder, may result in the suspension or revocation of account privileges.

Users are to report immediately any observed abnormality in the system to the classroom instructor or ROP system administrator.

V. ACCESS TO SERVICES
While the ROP provides access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The ROP may not be held responsible for any damages suffered by any person while using these services. These damages include loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user’s errors or omissions. The use or distribution of any information that is obtained through the information
system is at the user’s own risk. The ROP specifically denies any responsibility for the accuracy of information obtained through Internet services.

The ROP reserves the right to remove files, limit or deny access, and/or refer students violating the Board policy for other disciplinary action.

Accreditation and Course/Training Program Approval

Accreditation is a critical part of selecting a quality secondary or post-secondary institution. Institutions which earn accreditation must meet standards set forth by an independent accrediting agency that is recognized by both the California and United States Department of Education. North Orange County ROP is fully accredited by the Western Association of Schools and Colleges. Certain career training programs offered by North Orange County ROP are also approved or licensed by respective state and county agencies. All North Orange County ROP high school courses are approved as University of California/California State University “a-g” requirements and/or many are articulated with local community colleges and vocational schools.

Alcohol and Other Drugs

Board Policy 5131.6

The Governing Board believes that the use of alcohol or other drugs adversely affects a student’s ability to achieve educational success, is physically and emotionally harmful, and has serious social and legal consequences. The Board resolves to keep ROP classes free of alcohol and other drugs and desires that every effort be made to reduce student use of these substances. The Board perceives this effort as an important step toward preventing violence, promoting safety, and creating a disciplined environment conducive to learning.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the ROP policies, regulations and class rules related to the use of alcohol and other drugs at ROP facilities, school campuses or at ROP sponsored activities.

The Board expects staff to conduct themselves in accordance with the ROP philosophy related to alcohol and drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive, educational climate.

Students possessing, using, or selling alcohol or other drugs or related paraphernalia at ROP facilities, school campuses, or at a ROP-sponsored event shall be subject to disciplinary procedures including suspension or expulsion in accordance with law, Board policy and administrative regulations.

Articulation Agreements and Dual Enrollment

An articulation agreement is a written commitment to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skills proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions. Dual enrollment refers to mutually agreed upon instructional programs that allow students to gain community college and high school credits while still in high school.

North Orange County ROP has articulation agreements and dual enrollment opportunities for many career pathways which can be continued through Cerritos College, Coastline Community College, Fullerton College, Golden West College, Orange Coast College, Santa Ana College, and Santiago Canyon College. Program articulation may be offered to allow students to receive credits or advanced placement at these colleges. See your counselor for more detailed information about articulation and NOCROP course offerings or visit us online at www.nocrop.org.

Campus Disturbances

Board Policy 5131.4
The Governing Board recognizes that all ROP staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict, student protests, or gang intimidation and confrontations. The Superintendent or designee shall establish at each ROP campus a disturbance response plan for curbing disruptions which create disorder. Students who participate in disturbances shall be subject to disciplinary action.

Career Counseling and Guidance Services
Board Policy 6164

The Program recognizes that career counseling services are an integral and necessary part of the instructional program. The Program shall provide counseling and guidance services to maximize student success.

*Want to know more about ROP career pathway programs and work-based learning opportunities? Contact your ROP counselor.*

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<tr>
<th>SCHOOL</th>
<th>ROP COUNSELOR</th>
<th>EMAIL</th>
<th>PHONE</th>
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<tr>
<td>Anaheim HS</td>
<td>Amie M. Cuéllar</td>
<td><a href="mailto:cuellar_a@auhsd.us">cuellar_a@auhsd.us</a></td>
<td>714-999-3750</td>
</tr>
</tbody>
</table>
| Brea Olinda HS and Brea Canyon HS | M/Tu/F (every other)  
    Jennifer Cormier and 
    Megan Jansen   
 | jcormier@bousd.us        
    mjansen@bousd.us     | 714-990-7850 x1210 
    714-990-7850 x1208 |
| Buena Park HS                 | Sarah Arciba        | sarciba@fjuhsd.org           | 714-992-8660           |
| Cypress HS                    | Anita Gaston        | gaston_a@auhsd.us            | 714-220-4178           |
| El Camino Real HS             | Amanda Boggs        | aboggs@pylusd.org            | (714) 986-7060 ext. 12023 |
| El Dorado HS                  | Tema Davidson       | tdavidson@pylusd.org         | 714-986-7580 x11025    |
| Esperanza HS                  | Brianne Gullotti   | bgullotti@pylusd.org         | 714-986-7540 x13027    |
| Fullerton Union HS            | Han Kim             | hkim@fjuhsd.org              | 714-626-3845           |
| Gilbert HS                    | Sandy Allen         | allen_s@auhsd.us             | 714-999-3738 (Office)  |
| Katella HS                    | Lacie Mounger       | mounger_l@auhsd.us           | 714-999-3644 x25951    |
| Kennedy HS                    | Vaishali Bennett    | Bennett_v@auhsd.us           | 714-220-4121 x27950    |
| La Habra HS                   | Erin Murphy         | emurphy@fjuhsd.org           | 562-266-5019           |
| La Sierra/La Vista HS         | John Diaz           | jdiaz@fjuhsd.org             | 714-447-5505           |
| Loara HS                      | Karina Bradford     | bradford_k@auhsd.us          | 714-999-2182           |
| Los Alamitos HS               | Marianne Schaeffer  | mschaeffer@losal.org         | 562-799-4780 x82240    |
| Magnolia HS                   | Tomoko Taguchi      | tamaguchi_t@auhsd.us         | 714-220-4259           |
| Oxford Academy                | Victoria Mellgren   | mellgren_v@auhsd.us          | 714-220-3067           |
| Savanna HS                    | Lisa Rockwell       | rockwell_l@auhsd.us          | 714-220-4262 x23953    |
| Sonora HS                     | Tu/W Jennifer Beglin | jbeglin@fjuhsd.org          | 562-266-2046           |
| Sunny Hills HS                |                      |                              | 714-628-4202           |
| Troy HS                       | Dionne Evans        | devans@fjuhsd.org            | 714-626-4418           |
| Valencia HS                   | Carolyn Douglas     | cdouglas@pylusd.org          | 714-996-4970 x10023    |
| Western HS                    | Steve Gonzales      | gonzales_s@auhsd.us          | 714-220-4040 x21535    |
| Yorba Linda HS                | Nancy Coulter       | ncoulter@pylusd.org          | 714-986-7500 x14023    |
Career Education Foundation & Celebration of Success

The Career Education Foundation (CEF) is a 501(c)(3) non-profit organization (Federal Tax ID 23-7316436) which was founded over forty years ago to reward students who excelled in their ROP classes. To find out how you can get involved or support the CEF, please visit the North Orange County ROP website by clicking on Career Education Foundation dropdown found under About Us.

Celebration of Success is an annual event in which students are recognized for their learning success by North Orange County ROP and awarded scholarships through the CEF. Funds for these scholarships are raised through fundraising and by generous donors, including North Orange County ROP staff, business partners, civic organizations, and families connected with ROP.

ROP Awards

ROP Career Pathway Awards: These awards recognize outstanding students who are nominated by their instructors based upon the following requirements:

1. Be a high school or adult student currently enrolled in a capstone course within a ROP career pathway.
2. Have completed all pre-requisite courses in the career pathway sequence.
3. Have earned or hold “A” or “B” semester grades in all previous and concurrent career pathway coursework.
4. Apply their career pathway learning beyond the classroom through one or more of the following areas:
   a. Active participation and/or leadership within a Career Technical Student Organization (CTSO) such as Educators Rising, the National FFA, HOSA – Future Health Professionals, and/or Skills USA.
   b. Active participation and/or leadership with a service-learning project as a result of their ROP course.
   c. Successful workplace learning through Community Classroom (CC), Cooperative Vocational Education (CVE), clinical, externship, ambulance ride-along, or class laboratory.
   d. Participation in school, local, regional, state, national, or international competition or contest.
5. Demonstrate outstanding achievement of the Career Readiness Practices (CRP’s).

ROP “District” Students of the Year: This award distinction recognizes exceptional students from each school district served by North Orange County ROP. Candidates for this award are selected from the group of ROP Career Pathway Award winners based upon the writing prompt responses from the student award application. Winners were chosen based upon the results of a panel interview.

Specialty Awards

The Altrusa International – Anaheim Chapter Awards

- **Carmen Lizarraga Award**: For ROP high school students who plan to pursue a career in computer graphics, culinary arts, or floral design. Students must demonstrate leadership skills and speak out for the rights of others.
- **Dolores Suter-Crupnick Award**: For ROP high school and adult students who plan to pursue a career in nursing. Students must demonstrate leadership skills and speak out for the rights of others.
- **High School Award**: For ROP high school students who plan to pursue a career where their respective gender is under-represented. Students must demonstrate leadership skills and speak out for the rights of others.

The Anaheim Police Association Award: For ROP high school students residing in County of Orange and who plan to pursue a career in law enforcement.

The Dewey Family Memorial Award: For ROP high school students who have demonstrated both personal growth and the willingness to speak up for the rights of others.

The Mary E. Moore Family Foundation Inspirational Award: For ROP high school and adult students who have overcome obstacles to complete their education.

The Poynter Scholarship: For ROP students pursuing careers in manufacturing and trade work.

The Ray Gerace Memorial Award: For ROP high school students who have demonstrated outstanding leadership qualities.

The Success Starts Here Award: For ROP continuation high school students who have attained success through their ROP coursework.
Career Technical Education and Career Pathways

Career Technical Education (CTE)
CTE prepares students of all ages for a wide range of high-wage, high-skill, high-demand careers through the integration of rigorous academics and relevant hands-on, industry-based experiences within the classroom setting and through work-based learning experiences. North Orange County ROP has provided high-quality CTE for secondary and adult students since 1971.

CTE Model Curriculum Standards and CTE Framework
Business and industry partners paired with state and local educators to develop the “what” students need to know and be able to do to be successful in the 21st Century workplace. The result was the CTE Model Curriculum Standards. The CTE Framework is published by the state and interprets the CTE Model Curriculum Standards. The framework explains “how” to apply the standards in the classroom setting.

Industry Sectors, Career Pathway Sequence, Capstone Courses, and Pathway Completers
There are 15 industry sectors with a total of 58 career pathways defined in the state’s CTE Standards and Frameworks (see graphic below). These carefully planned courses (which may include technical learning experiences and approved academic courses) provide students with the challenging academic and technical knowledge and skills needed for further education, employment, technical skills proficiency, a credential, a certificate, or a degree. A career pathway sequence must consist of no less than 300 hours via one or more courses. The final, most advanced course where students apply their preceding learning is considered the capstone. A student who completes all pathway courses in sequence with
grades of “C” or better is called a pathway **completer** and will receive a **ROP Career Pathway Certificate of Completion**, may earn another industry credential or certification, exit the program for employment, or continue preparation for higher level employment or advanced education in the same career pathway. To learn more about the various career pathways offered by North Orange County ROP, visit our website at [www.nocrop.org](http://www.nocrop.org). The website also allows you to see which ROP career pathways and courses are offered at your school as well as after-school, regionally (See Regional Course Offerings).

### List of Industry Sectors and Career Pathways

#### Agriculture and Natural Resources (AGR)
- Agricultural Business (100)
- Agricultural Mechanics (101)
- Agriscience (102)
  - Sustainable Agriculture (102A)
- Animal Science (103)
- Forestry and Natural Resources (104)
- Ornamental Horticulture (105)
- Plant and Soil Science (106)

#### Arts, Media, and Entertainment (AME)
- Design, Visual, and Media Arts (111)
  - Graphic Design (111A)
  - Animation (111B)
  - Visual/Commercial Art (111C)
- Game Design and Integration (114)
- Performing Arts (112)
  - Dance/Choreography (112A)
  - Professional Music (112B)
  - Professional Theatre (112C)
- Production and Managerial Arts (113)
  - Stage Technology (113A)
  - Film/Video Production (113B)
  - Multimedia Production (113C)

#### Building and Construction Trades (BLD)
- Cabinetry, Millwork, and Woodworking (120)
- Engineering and Heavy Construction (121)
- Mechanical Systems Installation and Repair (122)
- Residential and Commercial Construction (123)

#### Business and Finance (FIN)
- Business Management (182)
- Financial Services (180)
- International Business (181)

#### Education, Child Development, and Family Services (EDU)
- Child Development (130)
- Consumer Services (131)
- Education (132)
- Family and Human Services (133)

#### Energy, Environment, and Utilities (NRM)
- Energy and Power Technology (143)
- Environmental Resources (141)
- Telecommunications (142)

#### Engineering and Architecture (ENG)
- Architectural Design (159)
- Engineering Design (152)
- Engineering Technology (153)
- Environmental Engineering (154)

#### Fashion and Interior Design (FSN)
- Fashion Design, and Merchandising (160)
- Interior Design (161)
- Personal Services (162)
  - Makeup Artistry (162A)
  - Barbering (152B)
  - Cosmetology (152C)
  - Manicuring (152D)

#### Health Science and Medical Technology (HLT)
- Biotechnology (196)
- Healthcare Administrative Services (250)
- Healthcare Operational Support Services (197)
- Mental and Behavioral Health (195)
- Patient Care (198)
- Public and Community Health (199)

#### Hospitality, Tourism, and Recreation (HOS)
- Food Science, Dietetics, and Nutrition (200)
- Food Service and Hospitality (201)
- Hospitality, Tourism, and Recreation (202)

#### Information and Communication Technologies (INF)
- Games and Simulation (175)
- Information Support and Services (170)
- Networking (172)
- Software and Systems Development (174)
  - Systems Programming (174A)
  - Web and Social Media Programming and Design (174B)

#### Manufacturing and Product Development (MAN)
- Graphic Production Technologies (210)
- Machining and Forming Technologies (212)
- Product Innovation and Design (216)
- Welding and Materials Joining (213)

#### Marketing, Sales, and Service (MAR)
- Entrepreneurship/Self-Employment (241)
- Marketing (244)
- Professional Sales (243)

#### Public Services (PUB)
- Emergency Response (233)
- Legal Practices (231)
- Public Safety (232)

#### Transportation (TRA)
- Operations (223)
- Structural Repair and Refinishing (220)
- Systems Diagnostics, Service and Repair (221)
Career Pathway Course Sequence Information (as of August 2020)

NOTE: Career pathway courses and sequences differ by school, so seek guidance from your counselor or ROP instructor.

KEY:  
1 = first course in pathway sequence  
2 = second course in pathway sequence  
3 = third course in pathway sequence  
4 = fourth course in pathway sequence  
❖ = not in a pathway sequence (elective only)  
(A-G) = UC/CSU “a-g” subject area approved course or current status  
✓ = capstone courses (students who complete the pathway sequence with 300+ hours + “C” or better grades are completers and earn the ROP Career Pathway Certificate of Completion)  
* = articulated course for advanced placement or credits at one or more community colleges  
^ = pending articulation approval  
Course = Regional Course Offerings available after-school to students enrolled in ROP’s five partner districts

WORK-BASED LEARNING (WBL) EXPERIENCES

● Career Pathway Internship (G) = This UC approved course is structured for students who have completed or are enrolled in a pathway capstone course and want to earn credit for a WBL experience in their career pathway outside of the school day or during the summer.  
☐ Classroom WBL Laboratory = WBL hours within class or school day  
■ Community Classroom (CC) = Required extern/internship WBL hours (unpaid)  
□ Cooperative Vocational Education (CVE) = WBL hours (student is employed)

Biotechnology Pathway Sequence

1 Principles of the Biomedical Sciences (D)  
2 Human Body Systems (D)  
3 Biomedical Innovation (G) ✓ ●

1 Biotechnology I – Introduction to Biotechnology (D)  
2 Biotechnology II – Fields of Biotechnology Application (D) – UC Honors  
3 Biotechnology III – Developing a Biotechnology Company – UC Honors (G) ✓ ●

Child Development Pathway Sequence

❖ Child Development (G) *

1 Careers with Children: Preschool Assistant 1 (G) * ☐  
2 Careers with Children: Preschool Assistant 2 (G) ✓ * ☐

Design, Visual, & Media Arts: Graphic Design Pathway Sequence

1 Digital Design and Illustration (F) *  
2 Design for Digital Print (F) ✓  
2 Visual Communications (F) ✓ (only at certain schools) *  
3 Advanced Graphic Design (F) ✓ (only at certain schools) ●  
3 Honors Graphic Design (F) – UC Honors ✓ (only at certain schools) ●

Education Pathway Sequence

1 Child Development (G) *  
2 Teaching Students with Special Needs (G) ✓ ☐  
1 & 2 Principles of Teaching and Learning (G) ✓ * ☐
### Emergency Response Pathway Sequence

1. **Medical Careers (G)** *
2. **Emergency Medical Responder (G)**
3. **Emergency Medical Technician (G)** ✓ (requires 24 hours of ambulance ride-along)
   - Fire Technology (G)

### Engineering Design Pathway Sequence

1. Inventorship (G)
2. Inventorship II (submit for UC approval for 2020-21) ✓

1. Introduction to Engineering Design (G)
2. Principles of Engineering Design (G)
3. Engineering Design and Development (G) ✓ ●

### Family & Human Services Pathway Sequence

1. American Sign Language I (E)
2. American Sign Language II (E)
3. American Sign Language III (E) ✓ ●

### Financial Services Pathway Sequence

1. Business, Finance, and Careers (G) ^
2. Financial Services/Marketing (Banking) (G) ✓ ●

### Food Service & Hospitality Pathway Sequence

1. **Introduction to Culinary Arts (G)**
2. Culinary Arts (G)
3. Culinary Arts and Hospitality Management (G) ✓ * ✓

1.1-3 Retail Restaurant/Food Service Marketing Occupations (G) ✓ ❄

### Game Design & Integration Pathway Sequence

1. Game Art and Design (F)
2. Capstone Course Title TBD (submit for UC approval for 2020-21) ✓ ●

### Hospitality, Tourism, & Recreation Pathway Sequence

1.1-2 Entertainment Park/Tourism Careers (G) ✓ ❄
2.1-2 Hotel and Hospitality Management (G) ✓ ❄

### Legal Practices Pathway Sequence

1. Civil Law in a Civil Society (a.k.a. Legal Careers I) (G)
2. Advanced Civil Law (a.k.a. Legal Careers II) (G) ✓ ●

### Patient Care Pathway Sequence

1. **Medical Careers (G)** *
2. **Dental Core (G)** ✓ ●

2. **Body Systems and Disorders (D)**
3. **Medical Assistant: Clinical & Administrative (G)** ✓ * ✓ (requires 100-120 WBL hours)

2. **Body Systems and Disorders (D)** (recommended)
2. or 3. **Nursing Assistant: Long-Term Care (G)** ✓ (requires 100-120 hours of clinical)

2. Sports Medicine and Therapy (G) ✓ * ●
### Performing Arts: Dance/Choreography Pathway Sequence
1 Professional Dance I (F)
2 Professional Dance II (G)
3 Professional Dance: Commercial (F) ✔ ●
3 Professional Dance: Production (F) ✔ ●

### Production & Managerial Arts: Film/Video Production Pathway Sequence
1 Art of Video Production (F)
2 Video Production (F) ✔ *
1 Introduction to Digital Photography (F) *
2 Photography: Traditional and Digital (F) ^ ●
2-3 Digital Photography (F) ✔ * ●

### Production & Managerial Arts: Multimedia Production Pathway Sequence
1 Multimedia Production 1 (F)
2 Multimedia Production 2 (F) ✔ ●

### Professional Sales Pathway Sequence
1-2 Retail Sales and Marketing (G) ✔ ^ ●

### Public and Community Health Pathway Sequence
1 Public and Community Health Careers (G)
2 Social Work and Health Advocacy (G) ✔ ●

### Public Safety Pathway Sequence
1 Introduction to Criminal Justice (G) *
2 Criminal Investigation (G) ✔ ●

### Residential & Commercial Construction Pathway Sequence
1 BITA 1: Foundation of Residential and Commercial Construction (G) *
2 BITA 2: Study of Modern Craftsmanship and Infrastructure (G) *
3 BITA 3: Energy Efficiency and Advance Construction Techniques (G) ✔ * ●
4 BITA 4: Emerging Construction Advances and Changes (G); (BITA 1-4 required for Fullerton College articulation) * ●
1 Construction Technology 1 (G)
2 Construction Technology 2 (submit for UC approval for 2020-21) ✔ ●

### Software & Systems Development Pathway Sequence
1 Computer Science Principles (G)
2 AP Computer Science Principles (G) ✔ ●

### Structural Repair & Refinishing Pathway Sequence
1 ROP Auto Body Repair (G)
2 ROP Advanced Auto Body Repair (G) ✔ ●

### Systems Diagnostics, Service, & Repair Pathway Sequence
1 Introduction to Automotive Technology (G) *
2 Automotive Technology (G)
3 Advanced Automotive Technology (G) ✔ * ●
Career Technical Student Organizations (CTSOs)

CTSOs are organizations which are specifically for students enrolled in CTE programs approved by the California Department of Education. CTSOs engage students in developing and practicing leadership roles by applying specific occupational and academic content and skills knowledge. CTSOs extend teaching and learning through innovative programs, business and community partnerships, and leadership experiences at the school, state, national, and international levels. ROP teachers have chartered and coordinate Educators Rising (www.educatorsrising.org), HOSA: Future Health Professionals (www.hosa.org) and SkillsUSA (www.skillsusa.org) chapters at various high schools. To find out which CTSOs are available for you to join, ask your teacher or counselor.

Child/Dependent Adult Abuse Reporting Procedures
Board Policy 5141.4

The Governing Board recognizes that the ROP has a responsibility to protect students by facilitating the prompt reporting of known or suspected incidents of child abuse and/or dependent adult abuse neglect. The Superintendent or designee shall establish regulations for use by ROP employees in identifying and reporting such incidents.

ROP employees are obligated to report all known or suspected incidents of child abuse and/or dependent adult abuse and neglect in accordance with the law, Board policy, and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating, and prosecuting cases of child abuse and neglect.

Parents/guardians may file a complaint against the ROP or any person who they suspect has engaged in abuse of a child or dependent adult at a ROP campus site. The Superintendent or designee shall provide parents/guardians information about reporting procedures in accordance with the law.

The Superintendent or designee shall provide training to ROP employees regarding the reporting duties of those mandated by law to report suspected child and/or dependent adult abuse and neglect.

Civil Conduct
Board Policy 1251

Members of the North Orange County ROP staff will treat students, parents, and other members of the public with respect and expect the same in return. The ROP is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering ROP facilities and classrooms.

This policy promotes mutual respect, civility, and orderly conduct among employees, students, parents, and the public. This policy is not intended to deprive any person of the right of freedom of expression, but to maintain to the extent possible and reasonable, a safe harassment-free workplace for our students and staff. The Governing Board encourages positive communication and discourages volatile, hostile, or aggressive actions. Public cooperation is requested in this endeavor.

The Superintendent or designee will maintain administrative regulations to resolve disruptions and safety and security concerns.
Controversial Issues
Board Policy 6144

The Governing Board believes that students should have opportunities to discuss controversial issues which have political, social, or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact or fiction, draw intelligent conclusions, and respect the opinion of others.

The Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.

The Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student’s view on the issue as long as its expression is not malicious or abusive towards others. Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic, or social views or shall take active steps to neutralize whatever bias has been presented.

Copyrighted Materials
Board Policy 6161

It is the intention of the Governing Board to adhere to all provisions of Federal copyright laws as well as current guidelines and interpretations with respect to these laws.

All employees of the North Orange County Regional Occupational Program will observe the legal restrictions of the copyright laws for all printed materials and for all non-print materials including software programs, videocassettes, and broadcasted programs.

The legal or insurance protection of the District shall not be extended to employees who violate copyright laws. Procedures for the implementation of this policy will be developed and provided to all staff members. In-service will be given to the staff on an as needed basis to insure the compliance with applicable laws.

COVID-19 Safety Plan

The North Orange County Regional Occupational Program (NOCROP) is committed to the safety of our employees and students and mitigating the spread of COVID-19. We have developed this COVID-19 Safety Plan to help us identify risks and determine any appropriate control measures to implement. Our COVID-19 Safety Plan incorporates information from the following resources: (1) U.S. Centers for Disease Control and Prevention (CDC); (2) Occupational Safety and Health Administration (OSHA); (3) California State COVID-19 Website; (4) California Department of Public Health; (5) The Orange County Department of Education, and (6) Orange County Health Care Agency. The NOCROP COVID-19 Task Force will monitor relevant federal, state, and local guidance and update our COVID-19 Safety Plan as conditions surrounding the COVID-19 pandemic continue to evolve. In response to the COVID-19 pandemic, this plan has been developed and is comprised of the following components to mitigate and protect against potential infection of COVID-19.

The NOCROP COVID-19 Safety Plan does not supersede or replace plans implemented by NOCROP partner districts. Staff who are based on partner district campus sites will follow the respective districts’ guidelines of the Anaheim Union High, Brea Olinda Unified, Fullerton Joint Union, Los Alamitos Unified, and Placentia-Yorba Linda Unified School Districts.
Curriculum, Instruction, and Assessment

All courses offered through North Orange County ROP are adopted by the Board of Trustees which consists of seven members from the five participating school districts’ Boards of Trustees. Each career pathway’s business and industry advisory board members annually review course outlines, textbooks, materials and equipment to verify that they meet industry standards. This process ensures that when ROP students gain the skills we say are needed for the job market, those skills are current and truly needed.

ROP’s curriculum and instruction are focused on matching community needs with the finest student career technical education possible. Instruction is provided by teachers who are credentialed by the State of California, and who must have a minimum of three years of current industry experience. Additionally, ROP instruction includes learning experiences inside and outside the traditional classroom, with hands-on learning the norm. Most students will start performing activities involved in the profession within about three weeks of beginning class. All instruction integrates California’s academic and career technical education content standards, including English and mathematics. As a WASC-accredited institution, North Orange County ROP emphasizes student achievement as outlined in the Standards for Career Ready Practice (CRPs). Assessment of student learning takes many forms, such as performance-based, project-based, skills-based, and traditional written exams and quizzes.

Evaluation of the Instructional Program
Board Policy 6180

The Board of Trustees recognizes that assessment of student achievement and program effectiveness is essential to maintain quality instruction. Courses shall be reviewed annually. Decisions to continue, modify, or suspend instructional programs are clarified by the use of systematically gathered data.

Freedom of Student Speech and Expression
Board Policy 5145.2 and Administrative Regulation 5145.2

The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students’ rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including but not limited to the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

Student expression on ROP Internet web sites and online media shall generally be afforded the same protections as print media.

Students’ freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the ROP community.

Students are prohibited from making any expressions or disturbing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school’s orderly operation.

The use of “fighting words” or epithets is prohibited if the speech is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

The Superintendent or designee shall not discipline any student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of the ROP but may impose discipline for harassment, threats, or intimidation unless constitutionally protected.
Off-campus student expression, including but not limited to student expression on off-campus Internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a direct threat to the safety of students or ROP personnel.

Conduct by a student outside of class which for any reason materially disrupts classwork or involves substantial disorder or invasion of the rights of others is not protected by the constitutional guarantee of free speech.

**Gifts to School Personnel**
Board Policy 5133

The Governing Board believes that feelings of appreciation can be expressed in many ways. The Board discourages students and parents/guardians from giving gifts to staff members and instead encourages them to write personal notes of appreciation. When accepting gifts, staff should be sensitive to the feelings of other students and use discretion if gifts are opened in front of others.

**Grading System**
Board Policy 5121

The grading of student work is a requirement of the Governing Board and is a responsibility of the instructors. Student grades represent the instructor’s evaluation of student competency as related to approved course objectives and pre-determined career preparation standards. Standards of measure used to determine a student’s grade will be reviewed by a subject matter advisory committee to assure that the career preparation standards are consistent with employment requirements. Traditional reporting symbols will be used as follows:

- **“A”** means that the student demonstrates superior performance and has outstanding potential for successful employment in a particular field.
- **“B”** means that the student demonstrates above-average performance and has good potential for successful employment in a particular field.
- **“C”** means that the student demonstrates acceptable performance, and has a reasonable potential for successful employment in the particular field.
- **“D”** means that the student’s performance is below an acceptable level for successful employment.
- **“F”** means that the student has been unsuccessful in completing minimum required competencies to be successful in employment.
- **“P”** means “credit only” or “incomplete.” This grade is given only to the following:
  1. A high school student enrolled with a “credit only” option which has been pre-approved by the career guidance specialist.
  2. Students who have not been enrolled in class long enough to justify a grade of “A, B, C, D, or F.”

The grade issued to each student will be the grade determined by the instructor. In the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, the grade will be final.
Graduation Requirements for Partner Districts

<table>
<thead>
<tr>
<th></th>
<th>AUHSD</th>
<th>BOUSD</th>
<th>FJUHSD</th>
<th>LAUSD</th>
<th>PYLUSD</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 years (40 credits)</td>
<td>4 years (40 credits)</td>
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<tr>
<td><strong>History/Social</strong></td>
<td>3 years (30 credits)</td>
<td>3 years (30 credits)</td>
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<tr>
<td><strong>Science</strong></td>
<td>3 years (30 credits)</td>
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<td>2 years (20 credits)</td>
<td>3 years (30 credits)</td>
<td>2 years (20 credits)</td>
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<tr>
<td><strong>Fine Arts or World</strong></td>
<td>Language</td>
<td>1 year (10 credits)</td>
<td>1 year (10 credits)</td>
<td>1 year (10 credits)</td>
<td>1 year (10 credits) of VPA, World Language or CTE</td>
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<td></td>
<td>2 years (20 credits)</td>
<td>1 year (10 credits)</td>
<td>2 years (20 credits)</td>
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<td>1 year (10 credits)</td>
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<td></td>
<td></td>
<td>See “Fine Arts or World Language”</td>
<td>See “Fine Arts or World Language”</td>
<td>Academic Studies and Career Planning</td>
<td></td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td>1 year (10 credits)</td>
<td>1 year (10 credits)</td>
<td>½ year (2.5 credits)</td>
<td>1 semester (5 credits)</td>
<td>1 year (5 credits) + 5 credits academic planning</td>
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<td></td>
<td>2 years (20 credits)</td>
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<tr>
<td><strong>Health</strong></td>
<td>1 semester (5 credits)</td>
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<tr>
<td><strong>Other</strong></td>
<td>Digital Literacy</td>
<td>65 credits</td>
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<td>65 credits22</td>
<td>80 credits27</td>
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<td>Civic and Service Learning10</td>
<td></td>
<td></td>
<td>Fine Arts or Applied Arts 1 year (10 credits) 21</td>
<td>Community Service or Service Learning (40 hours)</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td>230 credits</td>
<td>217.5 credits</td>
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### Notation Reference Key:

1. **English**: The student shall satisfactorily complete a minimum of 40 credits in English: 9th English 1 (10 credits), 10th English 2 (10 credits), 11th English 3 (10 credits), 12th English 4 (10 credits).
2. **History/Social Science**: The student shall satisfactorily complete a minimum of 30 credits in social science: 10th World History/Culture/Geography (10 credits), 11th US History/Geography (10 credits), 12th Principles of American Democracy – Government (5 credits), 12th Economics (5 credits).
3. **Mathematics**: The student shall satisfactorily complete a minimum of 30 credits in mathematics with the normal sequence for enrollment in grades 9, 10, and 11, including one year of Algebra I, or equivalent, as mandated by the state. The student must maintain their mathematics enrollment until the successful passage of the mathematics portion of the CAHSEE.
4. **Science**: The student shall satisfactorily complete a minimum of 20 credits in science with the normal sequence for enrollment in grades 9, 10, and/or 11. One year of life science and one year of physical science is mandated by the state.
5. **Fine Arts/World Languages**: The student shall satisfactorily complete a minimum of 10 credits in Fine Arts or a World Language (same language) in any of the following: A visual arts course, a performing arts course, or one year of a World Language (same language). One year of the same language meets the requirement.
6 Physical Education: The student shall satisfactorily complete a minimum of 20 credits in physical education. All students must take physical education in ninth grade. A student who passes 5 of the 6 components of the Physical Fitness Test taken in the 9th grade is eligible to defer the second year of required physical education until 11th or 12th grade. Effective Class of 2019.

7 Health: The student shall satisfactorily complete 5 credits in health.

8 Career Education: The student shall satisfactorily complete a minimum of 10 credits in Career Education in one of the following methods: Career Technical Education (CTE) Pathway: Successful completion of a concentration or capstone level course designated in an industry-recognized career pathway. Career-Related: Successful completion of a career-related course aligned to one of the following programs: ROP, MESA, ASB, Yearbook, School Newspaper, International Baccalaureate (IB) Program, Work Experience. Effective Class of 2017.

9 Digital Literacy: The student shall satisfactorily complete an AUHSD course aligned to the National Education Technology Standards (NETS). Effective Class of 2017.

10 Civic and Service Learning: The student shall accrue a minimum of 40 hours of Civic and Service-Learning by graduation. Effective Class of 2020

11 Ninth, tenth, and eleventh-grade students must be enrolled in a minimum of 60 credits (6 periods) and twelfth-grade students a minimum of 50 credits (5 periods) per school year.

12 History/Social Science: World History or AP European History, United States History or AP United States History, United States Government + Economics or AP U.S. Government & Politics + AP Comparative Government (fulfills both government and economics requirements) or AP Micro Economics + AP Macro Economics (fulfills both government and economics requirements).

13 Science: One of the following Life Sciences: Biology, Honors Biology, A.P. Biology. One of the following Physical Sciences: Introduction to Physical Science, Chemistry, Honors Chemistry, AP Chemistry, Conceptual Physics, AP Physics.

14 Fine Arts/Foreign Language/CTE: To be counted towards meeting graduation requirements, a course in career technical education shall be aligned to the career technical model curriculum standards and framework adopted by the State.

15 English: The student shall satisfactorily complete a minimum of 40 units of English. The sequence of courses shall be English I, II, and III, and 10 additional units of English electives.

16 History/Social Science: The student shall satisfactorily complete a minimum of 30 units of social science. (The sequence of courses is 10 units of world history, 9th or 10th grade; 10 units of United States history, 11th grade; 5 units of United States government and 5 units of economics, 12th grade.)

17 Math: The student shall satisfactorily complete a minimum of 30 units of mathematics. At least 10 units must be earned in Algebra 1 or a higher mathematics course upon enrollment in high school, grade nine.

18 Science: The student shall satisfactorily complete a minimum of 20 units of science, including ten units each of life and physical science.

19 Visual/Performing Arts or Foreign Language or CTE Course: The student shall satisfactorily complete a minimum of 10 units in either visual/performing arts, foreign language, or a CTE course.

20 Physical Education: The student shall satisfactorily complete a minimum of 20 units of physical education. The sequence of enrollment is grades 9 and 10.

21 Fine Arts or World Language: A maximum of 10 credits of Fine Arts can meet either the “g” or “h” requirement, but not both.

22 The remaining 65 credits are student elective choices: Students may enroll in a maximum of 40 credits per semester, including Regional Occupational Program (ROP) and Adult Education.
Math: Ten (10) credits of Algebra 1, or its equivalent as established in administrative regulations, are required for graduation. Acceptable completion of this course prior to ninth grade will meet this requirement.

Science: To include instruction in biological and physical science.

Visual or performing arts includes courses from the fields of art, music, drama, humanities, and dance. Dance may not be taken to satisfy both fine arts and physical education requirements.

Academic Studies and Career Planning or two years of Advancement Via Individual Determination (AVID). International Baccalaureate (IB) students are exempt from this requirement.

Elective: No more than twenty (20) of these elective credits may be earned in service-based courses. The 20 credits which may be accumulated from Grades 9-12 are office, classroom, and library aides. This excludes home study.

Individualized Training Plan
Board Policy 6190
In accordance with Title 5 of the California Code of Regulations, an Individualized Training Plan (ITP) will be developed for each student who participates in the community classroom or cooperative vocational education methodology.

Infectious Diseases
Board Policy 5141.22
The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to appropriate education.

For purposes of this policy, infectious diseases shall include all those listed by the State Department of Health Services and county health departments.

All applicable education and health codes will govern and guide administrative decisions regarding students with identified infectious diseases.

The Superintendent shall ensure that all student rights to confidentiality are strictly observed in accordance with the law and policy governing the confidentiality of student records.

Instructional Planning
Board Policy 6156
The Board of Trustees affirms the importance of providing all students with quality instruction designed to teach life skills that demonstrate the value of work and lead to employment or prepares students for advanced training for employment.

Collaborative planning with staff, district, community, and industry representatives is necessary to identify school and community needs. This collaboration supports well-coordinated instructional programs that reflect industry standards and practices.

Non-Discrimination/Harassment
Board Policy 5145.3
The Governing Board desires to provide a safe learning environment that allows all students equal access and opportunities in the ROP’s academic, extracurricular, and other activities. The Board prohibits bullying based on the student's actual or perceived age, ancestry, color, ethnic group, ethnicity, gender, gender expression, gender identity, genetic information, immigration status, marital status, military status, national origin, nationality, parental status, physical or mental disability, political beliefs, pregnancy, race, religion, sex, sexual orientation, veteran status, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics or identification, or discriminatory harassment or intimidation. Unlawful discrimination, including discriminatory
harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above.

Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing ROP's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of ROP's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in ROP. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent a recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Administrative Regulation 5145.3
The ROP designates the individual(s) identified below as the employee(s) responsible for coordinating the ROP's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the ROP's non-discrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

Assistant Superintendent, Educational Services
385 North Muller Street Anaheim, CA 92801
714-502-5877  ucp@nocrop.us
Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at ROP sites or in ROP activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the ROP’s nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the ROP's web site and other prominent locations and providing easy access to them through ROP-supported social media, when available.

2. Post information in a prominent and conspicuous location on the ROP web site regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following:
   a. The name and contact information of the ROP’s Title IX coordinator, including the phone number and email address
   b. The rights of students and the public and the responsibilities of the ROP under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education’s Office for Civil Rights (OCR)
   c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
      1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
      2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR’s web site
      3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office.

3. Provide a handbook to students that contains information that clearly describes the ROP's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

4. Annually notify all students and parents/guardians of the ROP’s nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory learning environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the ROP's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the ROP will address any individual student's interests and concerns in private.

5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the ROP’s nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

   If 15 percent or more of students enrolled in a particular ROP school speak a single primary language other than English, the ROP's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the ROP shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

6. Provide students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the ROP’s nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and
how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the ROP may use to provide a discrimination-free environment for all ROP students, including transgender and gender-nonconforming students.

7. At the beginning of each school year, inform ROP employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

8. At the beginning of each school year, inform each administrator or designee of the ROP's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

**Enforcement of ROP Policy**
The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
2. Disseminating and/or summarizing the ROP's policy and regulation regarding unlawful discrimination
3. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the ROP's response plan to unlawful discrimination or harassment
4. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of ROP policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

Any student who feels that he/she has been subjected to unlawful discrimination described above or in ROP policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or administrator, whether or not the alleged victim files a complaint.

Any ROP employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or administrator within one school day, whether or not the alleged victim files a complaint.

Any ROP employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by an administrator or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe learning environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by an administrator, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

**Transgender and Gender-Nonconforming Students**
Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.
Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth.

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the ROP and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to his/her gender identity
4. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
5. Use of gender-specific slurs
6. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The ROP's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the ROP of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the ROP shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the ROP shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the ROP has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the ROP shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the ROP pursuant to 34 CFR 99.31. Any ROP employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a ROP employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the employee refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the ROP's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults. The ROP shall refer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless ROP personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the ROP shall use the student's preferred name and pronouns consistent with his/her gender identity on all other ROP-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

4. Names and Pronouns: If a student so chooses, ROP personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official ROP record. However, inadvertent slips or honest mistakes by ROP personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying ROP policy.

5. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a ROP site.

**Outside Class Assignment**

Board Policy 6154

Instructors may require students to complete an assignment outside of regular classroom hours for the purpose of making up unattained learning objectives of the course of instruction. Evaluation of completed outside assignments may be included in the determination of grades earned. Hours of attendance for credit or apportionment purposes may not be increased as a result of the completion of such assignments, except to make up for the loss of credit hours as a result of approved absences.

**Positive School Climate**

Board Policy 5137

The Governing Board desires to provide an orderly, caring, and non-discriminatory learning environment in which all students can feel comfortable and take pride in their educational attainments.

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interaction in the classroom among students from diverse backgrounds. The ROP shall provide instruction designed to promote positive racial and ethnic identity, help students understand and appreciate diversity, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

ROP course instruction shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills. Staff shall receive training which implements and supports conflict resolution techniques.
Priority Registration in ROP Career Pathway Courses

High school students who have fulfilled pre-requisites and are on track to complete a career pathway sequence before graduation will be given priority in registration as follows:

Program Articulation Policy
Board Policy 6163

The North Orange County Regional Occupational Program recognizes and encourages close collaboration and planning across all educational levels to assure the highest degree of efficiency in meeting the individual learning needs of the student population we serve. Systematic Program articulation efforts across all educational levels are an essential part of this collaborative process.
The primary purpose of Program articulation is for students to reach desired career goals as efficiently as possible. Therefore, it is the intent of the North Orange County Regional Occupational Program to develop articulation procedures and agreements with the participating high schools and post-secondary programs. A fully developed articulation program will ultimately result in the elimination of unnecessarily duplicative learning experiences, the provision of efficient entry-level training programs for students, expanded opportunities for employed individuals to upgrade their skills, better-coordinated opportunities for retraining adults, and enhanced opportunities for under-represented populations.

**Questioning and Apprehension by Law Enforcement Personnel**

**Board Policy 5145.11**

Law enforcement officers have the right to interview and question students on school premises. When such an interview is requested, the instructional administrator or designee shall ascertain the officer’s identity, official capacity, and the authority under which he/she acts. If the officer needs to interview or question the student immediately, the instructional administrator or designee shall accommodate the process in a way that causes the least possible disruption to the ROP class, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

Except in cases of child abuse or neglect, the instructional administrator or designee shall notify the parent/guardian of a minor student when a law enforcement officer requests an interview on school premises.

At the law officer’s discretion and with the student’s approval, the instructional administrator or designee may be present during the interview.

If the law officer finds it necessary to remove the student from school, the instructional administrator or designee shall first ascertain the reason for such action. Upon releasing a student who is a minor, the instructional administrator or designee shall immediately attempt to inform the student’s parent/guardian.

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentifiable person.

**Subpoenas**

Although subpoenas may legally be served at school, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. In these situations, steps should be taken to ensure a minimum of embarrassment or loss of class time for the student.

**Regional Course Offerings (after-school and weekend classes)**

**Student Eligibility**

1. Students must be an incoming 9th, 10th, 11th, or 12th-grade student for the current school year from one of our five partner districts:
   - Anaheim Union High School District
   - Brea Olinda Unified School District
   - Fullerton Joint Union High School District
   - Los Alamitos Unified School District
   - Placentia-Yorba Linda Unified School District
2. Students must be available for the entire course schedule. ROP cannot make accommodations for personal schedules.
3. Students must have transportation to attend and exit class on time. ROP and its partner districts cannot provide transportation.

**Registering for Regional Course Offerings**

Students must see their Career Guidance Specialist (CGS) or counselor to register for ROP Regional Course Offerings.

*Please note the following:*

1. Registering for ROP Regional Course Offerings does not guarantee enrollment into the course.
2. ROP may cancel a Regional Course Offering at any time.
3. *ROP reports the attendance hours and final grades to the students’ high schools. The high schools determine and award transcript credit for students based on this information.*

4. *ROP reserves the right to dismiss students from a Regional Course Offering due to excessive absences, excessive tardiness, and other misbehavior.*

5. *Students should check www.nocrop.org before his/her anticipated Regional Course Offering is to start because ROP updates the list of Regional Course Offerings as needed to reflect availability, location, schedule, and staffing changes.*

**Release of Directory Information**

Board Policy 5125.1

The Superintendent or designee may authorize the release of student directory information to representatives of the news media, prospective employers, military, or nonprofit organizations as provided by law. Unless prohibited by the parent/guardian in accordance with law, directory information which ROP officials may disclose consists of the following: student’s name, address, telephone number, data and place of birth, major field of study, dates of attendance, certificates and awards received.

**Safety**

Board Policy 5142

The Governing Board believes priority should be given to safety and to the prevention of student injury. ROP facilities shall be designed and equipment shall be selected to minimize the risk of harm to students.

Staff shall be responsible for the conduct and safety of students during class hours and ROP-sponsored activities.

Instructors shall establish class rules consistent with law, Board policy, and administrative regulation for the safe and appropriate use of ROP equipment and materials for student conduct. Instructors shall train students in safety procedures, shall provide ongoing safety instruction as appropriate and shall administer a safety test to each student. Copies of class rules shall be sent to parents/guardians and be readily available at the ROP class at all times.

**Search and Seizure**

Board Policy 5145.12

As necessary to protect the health, safety, and welfare of students and staff, ROP officials may search students, their property and/or ROP property under their control and may seize illegal, unsafe and prohibited items. The Governing Board requires that discretion, good judgment, and common sense be exercised in all cases of search and seizure.

**Individual Searches**

ROP officials may search individual students, their property, and ROP property under their control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the ROP or the school.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two ROP employees.

The program administrator or designee shall notify the parent/guardian of a minor student subjected to an individualized search as soon as possible after the search.

**Student Lockers/Desks**

Because lockers and desks are under the joint control of the student and the ROP, ROP officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire, and/or other threats to health, welfare, or safety emanate from the locker or desk.
Section 504 Plan Implementation Procedures

North Orange County ROP serves students in five different school districts, each having separate policies and procedures regarding implementing Section 504 Plans and IEPs (Individualized Education Plans). The following procedures apply to students with Section 504 Plans in the Anaheim Union High School District (AUHSD); nevertheless, North Orange County ROP proposes that these same procedures will be used (in collaboration with all five school districts) for any student in a ROP program with a Section 504 Plan or IEP.

AUHSD Procedures for Implementing Section 504 Plans in Regional Occupation Programs

The Anaheim Union High School District (“District”) is committed to providing a free and appropriate public education in regional occupation programs (“ROP”) to District students who have disabilities within the meaning of Section 504 of the Rehabilitation Act of 1973 (“Section 504”). The District shall ensure Section 504 students will not be denied the benefits of, excluded from participation in or otherwise subjected to discrimination in ROP courses because of the absence of accommodations, aids, or services designed to meet their individual educational needs.

A student with a disability may be entitled to the implementation of their Section 504 Plan, and other accommodations, aids, or services in ROP provided courses. The student’s Section 504 Team, which includes a ROP Instructional Administrator, is responsible for implementing a student’s Section 504 Plan and/or any other appropriate accommodations, aids, or services in ROP provided courses.

Provision of 504 Accommodations to Students in ROP Courses

The application for a ROP course will identify whether a student has a Section 504 plan. When a student with a Section 504 Plan applies for a ROP course, the school’s Career Guidance Specialist (“CGS”) shall notify the student’s 504 case carrier. The student’s 504 case carrier and ROP Instructional Administrator will promptly meet with student and/or parent to (1) review the accommodations, aids, or services contained in student’s Section 504 Plan, (2) review the requirements of the ROP Course, and (3) determine whether additional accommodations, aids, or services may need to be discussed by the Section 504 Team.

If the student may require additional accommodations, aids, or services considering the course requirements, the student’s Section 504 case carrier will promptly schedule and convene a Section 504 Team meeting, which will include a ROP Instructional Administrator, for the following reasons:

1. Review the current accommodations, aids, or services to determine whether student’s current Section 504 Plan will meet student’s needs in the ROP course.
2. Review the ROP course description and the requirements associated with the course.
3. Discuss additional accommodations, aids or services that may be necessary to allow student access to participate in the ROP course.
4. Document all decisions regarding implementation of the Section 504 Plan and/or other accommodations, aids, and services in the ROP course.
5. If the Section 504 Team determines that the student can participate in the ROP course with the Section 504 Plan, the following will occur:
   a. The decision will be discussed with the student and documented in student’s Section 504 Plan. District will provide Student a copy of the Section 504 Plan and a copy of the Section 504 procedural safeguards.
   b. Prior to the start of the ROP course, the CGS or guidance counselor shall provide copies of student’s Section 504 Plan to all personnel responsible for implementing the plan.
   c. Prior to the start of the ROP course, ROP’s Instructional Administrator shall provide copies of student’s Section 504 Plan to all ROP personnel responsible for implementing the plan.
   d. The student’s Section 504 Plan will be implemented the first day of the ROP course. If it is determined that the student’s Section 504 Plan cannot be implemented at the start of the ROP course, the ROP Instructional Administrator will inform the student in writing of the projected timeframe for implementation.
6. If the Section 504 Team determines that student cannot participate in the ROP course with the current Section 504 Plan, with alternative accommodations, aids, or services discussed by the Section 504 Team, and/or with the accommodations, aids, and services requested by student, the following will occur:
   a. The reasons for the Section 504 Team’s determination that the student cannot participate in the ROP course will be discussed with the student and documented in the notes section of the student’s Section 504 Plan. District shall provide Student a copy of the Section 504 Plan and meeting notes and a copy of the Section 504 procedural safeguards, which shall include these procedures.
   b. If changes to the Section 504 Plan, including accommodations, aids, or services requested by student, are not possible, the Section 504 Team will explore with the student alternative ROP courses that could reasonably implement student’s Section 504 plan.
   c. If the Section 504 Team offers to modify Student’s Section 504 Plan with accommodations, aids, or services other than those requested by Student, the Section 504 Team will document the offered alternatives and Student’s acceptance or rejection of the alternatives offered.

Dispute Resolution
1. If a student disagrees with the Section 504 Team’s determination regarding implementation of their Section 504 Plan and/or other accommodations or auxiliary aids and services, the student may pursue Procedural Safeguards set forth in the District’s Section 504 Policy or file a complaint with the Office of Civil Rights.
2. The ROP will participate in the District’s investigation and resolution of any dispute regarding implementation of a Section 504 Plan and/or any other accommodations, aids, or services in a ROP course.

INQUIRIES Regarding 504 or IEP (Individualized Education Plan) procedures in ROP programs should be directed to the appropriate ROP Instructional Administrator based on the student’s district and school:

ANAHEIM UNION HIGH SCHOOL DISTRICT
Anaheim, Katella, Magnolia, Savanna, & Western High Schools; Brookhurst & Orangeview Junior High Schools:
   Gail Kairis  ROP Administrator, Instructional Programs  gkairis@nocrop.us  714-502-5850
   Cypress, Gilbert, Kennedy, & Loara High Schools:
   Ligia Hallstrom, Ed.D.  ROP Administrator, Instructional Programs  lhallstrom@nocrop.us  714-502-5815
   Oxford Academy:
   Kathi Kent  ROP Administrator, Instructional Programs  kkent@nocrop.us  714-502-5892

BREA OLINDA UNIFIED SCHOOL DISTRICT
Brea Olinda High School and Brea Junior High School
   Linda Skipper  ROP Administrator, Instructional Programs  lskipper@nocrop.us  714-502-5895

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
Buena Park, Fullerton Union, La Habra, La Vista/La Sierra, Sonora, Sunny Hills, & Troy High Schools
   Kathi Kent  ROP Administrator, Instructional Programs  kkent@nocrop.us  714-502-5892

LOS ALAMITOS UNIFIED SCHOOL DISTRICT
Los Alamitos High School
   Kathi Kent  ROP Administrator, Instructional Programs  kkent@nocrop.us  714-502-5892

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
El Camino Real, El Dorado, Esperanza, Valencia, & Yorba Linda High Schools
   Linda Skipper  ROP Administrator, Instructional Programs  lskipper@nocrop.us  714-502-5895

COMPLAINTS alleging disability-based discrimination regarding implementation of 504 or IEP procedures in ROP programs should be directed to the ROP Assistant Superintendent, Educational Services per the Uniform Complaint Procedures established in North Orange County ROP Board Policy 1312.3:
   Dana Lynch  Assistant Superintendent, Educational Services  ucp@nocrop.us  714-502-5877
Note: All ROP staff listed here have offices located at the North Orange County ROP Education Center, 385 N. Muller Street, Anaheim, CA 92801. Administrators are often at various school sites, so for your convenience, please call or email if you would like to schedule an appointment. Normal business hours are 7:30 am – 4:30 pm (Monday – Friday).

Selection, Evaluation, and Adoption of Textbooks
Board Policy 6162

Textbooks shall support and enhance course objectives. Textbooks being considered for adoption by the Board will be reviewed and evaluated by appropriate certificated staff. Content validity, inclusion of Career Technical Education and academic standards, current technology, and appropriateness for a diverse student population shall be considered in the selection.

Sexual Harassment
Board Policy 5145.7

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees, or other person in ROP classes, or at ROP-sponsored or ROP-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assists or otherwise participates in the complaint process established in accordance with this policy and the administrative regulation.

Any student who engages in sexual harassment of anyone at the ROP or at a ROP-sponsored or ROP-related activity is in violation of this policy and shall be subject to disciplinary action. Disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

The Superintendent or designee shall ensure that all ROP students receive instruction and information on sexual harassment. Such instruction and information shall include the following:

1. The acts and behavior that constitute sexual harassment, including the fact that sexual harassment can occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained; and
4. Information about the person(s) to whom a report of sexual harassment should be made.

Any student who feels that he/she is being or has been subjected to sexual harassment, shall immediately contact his/her teacher or any other ROP employee. An ROP employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to their supervisor or administrator. Any ROP employee who observes any incident of sexual harassment toward any student shall similarly report this observation to his/her supervisor or administrator, whether or not the victim files a complaint. If the alleged harasser is a supervisor or administrator, the employee may report the complaint or his/her observation of the incident to the non-discrimination coordinator or the Superintendent or designee, who shall investigate the complaint.

The supervisor or administrator to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the supervisor or administrator finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The supervisor or administrator shall also advise the victim of any other remedies that may be available. The supervisor or administrator shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where requested.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the ROP to monitor, address, and prevent repetitive harassing behavior in its classes.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.
Standards for Career Ready Practice (CRPs) – See Inside Back Cover

The Career Technical Education (CTE) Standards for Career Ready Practice (CRPs) describe the fundamental knowledge and skills that students need to prepare for the transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. The Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study. The Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. **Apply appropriate technical skills and academic knowledge.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

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

5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
8. **Model integrity, ethical leadership, and effective management.**
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**Student Attendance**
Board Policy 5112
Consistent school attendance is essential to a student’s success in ROP and employment. To facilitate students’ successful transition from school to work or continued education, it is necessary that student attendance in ROP classes meet workplace attendance expectations. Attendance standards shall be incorporated into all instructional programs.

**Student Awards for Achievement**
Board Policy 5126
The Governing Board recognizes excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements. The purpose of such awards shall be consistent with ROP goals.

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, a public ceremony, trophy, gift, plaque, or cash gift.

The Superintendent or designee shall develop procedures for the appropriate selection of student award recipients.
Student Conduct
Board Policy 5131 and Administrative Regulation 5131

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct at all times that does not infringe upon the rights of others or interfere with the educational mission of the ROP.

Behavior is considered appropriate when students are diligent in study, professional in appearance, careful with ROP property, and courteous and respectful towards their instructors, other staff, other students, and volunteers.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers other students and/or staff;
2. Behavior that disrupts the orderly classroom or school environment;
3. Harassment of any kind toward other students or staff, including verbal, physical, psychological, and/or sexual, such as derogatory remarks or gestures, unwanted sexual remarks or actions, bullying, and/or other intimidating behaviors;
4. Damage to or theft of property belonging to the ROP, staff, or other students;
5. Possession, use, or sale of alcohol, tobacco, or other drugs;
6. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27);
   - Prior to bringing a laser pointer on school premises, students shall first obtain written permission from their instructor. The instructor shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
7. Profane, vulgar, or abusive language;
8. Plagiarism or dishonesty in class work or on tests;
9. Inappropriate dress; and
10. Tardiness and unexcused absence from class.

North Orange County ROP students are expected to adhere to professional standards of conduct, including the following:

- Students will arrive punctually and be prepared to go to work in the classroom. This includes being dressed and groomed appropriately, bringing proper supplies, completing all assigned work on time, and turning off all electronic media and cell phones during attendance in NOCROP classes.
- Students will observe all safety standards and practices.
- Students will respect other students and staff and work cooperatively with them.
- Students will observe the highest ethical standards in and outside of the classroom, including confidentiality and integrity.
- Students will use electronic resources and technology in classrooms solely for instructional purposes.
- Students will communicate ideas and concerns in a positive and constructive manner.
- Students will display personal qualities needed on the job, including responsibility, initiative, a positive attitude and other traits necessary for success.

In order to maintain a safe, supportive, and professional classroom workplace, the NOCROP has a zero-tolerance policy for the following behaviors:

- Abuse of electronic media privileges, including inappropriate Internet use
- Destruction or theft of school or students’ personal property
- Harassment of any kind, including physical, psychological, sexual and verbal, such as derogatory remarks, bullying, unwanted sexual remarks, actions, etc.
- Possession of weapons
- Use, abuse, or possession of controlled substances, drug paraphernalia, and alcohol
- Vandalism
- Violating the rights of others.
Student Discipline
Board Policy 5144

Fostering self-discipline and personal responsibility is essential in preparing students for responsible citizenship. Board policies and administrative regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. The Governing Board believes that good instructional planning, an understanding of each student’s needs, and parent involvement when appropriate can minimize the need for disciplinary action. Staff shall use positive conflict resolution techniques to enforce disciplinary rules fairly and consistently, without regard to race, color, religion, national origin, gender, or disability. Employees shall be given all reasonable support with student discipline in order to maintain a safe and orderly environment.

Student Dress
Board Policy 5132

Appropriate dress and grooming are important for success in employment. Furthermore, safety regulations require specific types of clothing and/or personal protective equipment in many occupational areas.

Employer dress and hygiene expectations, safety regulations, personal protective equipment, and other related requirements shall be incorporated into instruction in ROP courses. When necessary, instructors shall establish dress requirements that satisfy safety regulations and are consistent with industry standards for the occupational area taught.

Student Health: Substance Use, Abuse, and Dependency
Board Policy 5141

The Governing Board recognizes that substance use, abuse, or dependency can interfere with student behavior, learning, and development. The ROP will act in an appropriate manner to ensure the safety of all students and staff and to preserve the integrity of the educational environment.

Although the responsibility for treatment of health problems lies with the student and the student’s family, the ROP recognizes that early intervention in the disease process will be of maximum benefit. The ROP shall endeavor to provide information regarding qualified substance abuse counseling agencies to students who demonstrate signs of substance use, abuse, or dependency.

Student Production of Products and Services
Board Policy 5134 and 6165

The production of products and services by students learning specific job skills is an essential aspect of ROP instructional activities. The Governing Board endorses the concept that such activities should closely simulate actual business and industry practices. Student-produced products and services may be sold in accordance with the legal codes of the State of California and local codes regulating the sale of products and services. These products and services may not be used to support or defeat any ballot measure or candidate, including, but not limited to, any candidate for election to a district governing board. Student products and services will be charged at cost, with a reasonable service charge added to offset administrative expenses. The cost of materials for student-made products used by other courses or departments will be credited to the course that produced the product.

The Superintendent or designee shall develop appropriate operating procedures to control and account for such sales and services, provide for the abatement of expenditures, and assure the collection and payment of required sales and use taxes.

Student Records
Board Policy 5125

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.
The Superintendent or designee shall establish administrative regulations governing the identification, description, and security of student records, as well as timely access for authorized persons. All persons other than those designated by law must have written permission from students, parent/legal guardian of minors or dependent adults to review such records. These regulations shall ensure parental rights of minors and dependent adults to review, inspect, and copy student records and shall protect the student and the student’s family from the invasion of privacy.

The Superintendent or designee shall designate an employee to serve as custodian of records, with responsibility for student records. The custodian of records shall be responsible for implementing Board policy and administrative regulations regarding student records.

**Student Use of Instructional Materials**

Administrative Regulation 6161.2

- High school students have access to non-consumable instructional materials at no cost.
- Instructors may, with permission of their instructional administrator, lend non-consumable materials to adult students who are unable to purchase them due to financial hardship.
- Students borrowing materials must sign the appropriate form (E6161.21 or E6161.22) indicating an understanding of their responsibility for reimbursement of lost or damaged materials.
- The instructional administrator may, at his/her discretion, waive the requirement for reimbursement in circumstances deemed clearly beyond the control of the student.
- Should the student or parent/guardian not reimburse the ROP for cost of lost or damaged materials, the student’s transcript, certificate, and grade may be withheld from the student, provided timely notification is given to the student, and parent/guardian (for high school students) and notice of due process is given. Adult students also may be barred from future enrollment in ROP classes until costs are reimbursed or recompensed through alternative means.

**Suspension and Expulsion/Due Process**

Board Policy 5144.1(a)

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Suspension is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct; when other forms of discipline, including suspension, have failed to bring about proper conduct; or when the student’s presence causes a continuing or imminent danger to him/herself or others.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and/or expulsion shall be specified in administrative regulation.

**Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law.

**Required Parental Attendance for Minor Students**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that instructors will communicate with parent/guardians when behavior problems arise.
Whenever a student is removed from a class because he/she has committed an obscene act, engaged in habitual profanity or vulgarity, disrupted activities, or otherwise willfully defied valid staff authority, the instructor of the class from which the student was removed may require that the student’s parent/guardian attend a portion of that class.

The Board encourages instructors, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. Instructors should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The instructor shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The instructional administrator or designee shall contact any parents/guardians who do not respond to the request to attend class. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

**Decision not to Enforce Expulsion Order**
On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

**Title IX and Students**
Based on federal and state law, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all District educational activities and programs, including:

- Athletics
- Physical education
- The classes they can take
- The way they are treated in the in educational programs and activities
- The kind of counseling they are given
- The extracurricular activities, programs, and clubs in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX/Bullying Complaint Manager, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact your school’s administrator or NOCROP Assistant Superintendent, Educational Services, 385 N. Muller Street, Anaheim, CA 92801, (714) 502-5877.

**Tobacco-Free Workplace**
Board Policy 4025

The Governing Board believes that the maintenance of a tobacco-free workplace is essential to ROP operations.

The ROP will maintain a tobacco-free workplace. The use of tobacco products shall be prohibited in all buildings, property, facilities, service areas, and satellite centers of the ROP. A tobacco-free workplace is essential to maintain the safety and efficiency of ROP operations, and the health and safety of employees, students, and the public.
UC/CSU “a-g” Approved Courses

All North Orange County ROP high school courses have been University of California/California State University (UC/CSU) “a-g” approved. Additional courses may be in the process of review and could be added to the approved list for the current school year. To find North Orange County ROP’s most current approved course list, visit the official UC course list website at https://hs-articulation.ucop.edu/agcourselist by clicking the “Search program/online publisher courses” and select “yes” to continue. In the search box, type “North Orange County ROP.”

Uniform Complaint Procedures

Board Policy 1312.3

Community Relations

The Governing Board recognizes that ROP has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. ROP shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures. The Superintendent or designee shall develop regulations which permit the public to submit complaints against ROP employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved. The Board encourages the early, informal resolution of complaints at the site level whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

ROP shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in ROP programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the ROP’s Williams uniform complaint procedure (AR 1312.4).

Uniform complaint procedures shall also be used to address any complaint alleging:

1. Prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, and special education programs. North Orange County Regional Occupational Program UNIFORM COMPLAINT PROCEDURES ROP BP 1312.3 Revised: October 10, 2018 Adopted: March 21, 2007 BP 1312.3 (b)

2. Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in ROP programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender identity, gender expression, or genetic information, or any other characteristics identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

3. Bullying in ROP programs and activities, regardless of whether the bullying is based on a person’s actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics.


4. ROP noncompliance with the requirement to provide reasonable accommodation to a lactating student on the school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222).

5. ROP noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610).

6. Retaliation against any complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

The Superintendent or designee at his/her discretion may keep a complainant’s identity confidential, except to the extent necessary to investigate the complaint. The ROP will not investigate anonymous complaints unless it so desires. The ROP shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the Uniform Complaint Procedures is included in a Uniform Complaint Procedures complaint, the ROP shall refer the non-Uniform Complaint Procedures allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the Uniform Complaint Procedures-related allegation(s) through the ROP’s Uniform Complaint Procedures.

The Superintendent or designee shall provide training to ROP staff to ensure awareness and knowledge of current law and related requirements, including the steps and timeliness specified in this policy and the accompanying administrative regulation.

**Student Grievance Procedure**

If a student believes his/her rights have been violated, he/she should use the following procedure:

**Step 1 – Informal Process**

Contact the ROP instructional administrator (see below). If unresolved, then file a complaint (see Step 2).

- **Students from Cypress and Loara High Schools and Oxford Academy in the Anaheim Union High School District**
  Kathi Kent Administrator, Instructional Programs kkent@nocrop.us 714-502-5892

- **Students from all other schools in the Anaheim Union High School District**
  Gail Kairis Administrator, Instructional Programs gkairis@nocrop.us 714-502-5850

- **Students from schools in the Brea Olinda Unified School District and Placentia-Yorba Linda Unified School District**
  Linda Skipper Administrator, Instructional Programs lskipper@nocrop.us 714-502-5895

- **Students from schools in the Fullerton Joint Union High School District and Los Alamitos Unified School District**
  Kathi Kent Administrator, Instructional Programs kkent@nocrop.us 714-502-5892

**Step 2 – Formal Process**

Send a written complaint to the Dana Lynch, Assistant Superintendent, Educational Services at 385 N. Muller Street, Anaheim, CA 92801 or ucp@nocrop.us. For information call (714) 502-5877. If unresolved, the formal process continues (see Step 3).

**Step 3 – Investigation/Decision**

ROP investigates the complaint. A decision is given to the student within thirty (30) calendar days of receiving the written complaint from Step 2. If unresolved, file an appeal (see Step 4).

**Step 4 – Appeal to the Board of Trustees**

Send a written appeal to the North Orange County ROP Board of Trustees through the ROP Superintendent within five (5) business days of receiving the decision from Step 3. A decision is given to the student within sixty (60) days of receiving the written complaint from Step 2. If unresolved, file an appeal within fifteen (15) calendar days of receiving the Board of Trustees’ decision (see Step 5).
Step 5 – Appeal to the State Superintendent
Send a written appeal to the California Department of Education within fifteen (15) calendar days of receiving the Board of Trustees’ decision from Step 4.

Vandalism, Theft, and Graffiti
Board Policy 5131.5
The Governing Board considers vandalism a very serious matter. Vandalism includes the writing of graffiti and the negligent, willful, or unlawful damage to or theft of any ROP real or personal property.

Any ROP student who commits an act of vandalism shall be subject to disciplinary action by the ROP and also may be prosecuted through other legal means. If reparation of damages is not made, the ROP may withhold the student’s grades, certificates, and/or transcripts in accordance with law.

Withholding Student Grades, Credit Information, and Certificates
Board Policy 5125.2
The ROP has the authority to withhold grades, credit information or certificates, or any combination thereof, from any student who is in possession of ROP property.

Work-Based Learning (WBL)
An umbrella term that covers work experience, work experience education, and other career exploration activities that help students become work-ready. In ROP it may take many forms such as clinical and externships (required for certain training programs), Community Classroom (CC) which is unpaid WBL, or Cooperative Vocational Education (CVE) which is paid WBL. ROP teachers oversee the various aspects of WBL, according to Title V, Sections 10085 and 10106 of the State Department of Education Regulations.

In CC and CVE classes, learning takes place in the classroom and the identified training sites throughout the course. Students must attend a weekly related instruction class. All CC and CVE students have an Individualized Training Plan (ITP) identifying competencies to be developed at individual job training sites and in related classroom instruction. The ITP is tailored to each student’s job training requirements and is used to share competencies among instructor, student, and training supervisor. Classroom attendance and training hours are reported to the student’s high school and is used to determine credits earned.

Career Pathway Internship
This structured course is for students who are in a capstone course in which work-based learning is not a required component and want to earn high school credit for a work-based learning experience in their career pathway outside of the school day or during the summer. This course has been approved by the UC/CSU system for “G” general elective credit. Work-based learning opportunities are dependent upon the availability of business and industry partners who agree to support the internship program.
BORROWED INSTRUCTIONAL MATERIALS
ACKNOWLEDGMENT AND AGREEMENT

Listed below are instructional materials that have been loaned to:

____________________________________________________________
(Printed Name of Student)

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<th>Description</th>
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I understand that the above materials have been loaned to me until__________________________. I understand that these materials must be returned in acceptable condition OR their full cost reimbursed to North Orange County ROP for me to receive a certificate or transcript. I also understand that I will not be allowed to enroll in any further North Orange County ROP classes unless and until these materials are returned, or the ROP is reimbursed for their cost.

Signature of Student: ___________________________ Date: ___________________________
Street Address: ____________________________________________
City, State, Zip Code: _______________________________________
Phone Number: (__________) __________ – ____________
Student’s Home School of Attendance: ___________________________________________

Note: Students under the age of 18 must also have the signature of a parent or guardian who has read this agreement.

I understand that the above materials must be returned in acceptable condition for my student to receive a transcript or certificate in this class. I further understand that if these materials are not returned, I am responsible for replacement costs.

Printed Name of Parent/Guardian: ___________________________________________
Signature of Parent/Guardian: ___________________________ Date: ________________
Phone Number: (__________) __________ – ____________
PATIENT CARE TRAINING PROGRAMS
CONSENT AND RELEASE AGREEMENT

This form pertains to instruction in certain Patient Care Career Pathway courses and training programs. Please read, complete, and return this form to the ROP instructor to keep on file for one year.

I understand that this course may require students to perform certain activities that include, but are not limited to: blood withdrawal, capillary puncture, injections, electrocardiograms, considerable standing, heavy lifting (50 lbs.), as well as repetitive hand and arm motions that may cause or exacerbate any pre-existing auto-immune, muscular, joint, cardiovascular, neurological and/or orthopedic conditions. Knowing the risks of such activities, I hereby agree to assume those risks and to indemnify, hold harmless, and release the North Orange County Regional Occupational Program; its employees, officers, representatives, and students from liability related to the student’s enrollment and participation in the Patient Care Career Pathway courses and training programs.

Printed Name of Student: _________________________________
Signature of Student: _________________________________ Date: ____________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

Printed Name of Parent/Guardian: _____________________________
Signature of Parent/Guardian: ________________________________ Date: ____________

PHYSICAL CONTACT AND GRAPHIC IMAGES
CONSENT AND RELEASE AGREEMENT

This form pertains to instruction for certain Biotechnology, Emergency Response, Law Enforcement, and Patient Care career pathway courses and training programs. Please read, complete, and return this form to the ROP instructor to keep on file for one year.

1. I understand that participation in this course will require physical activity, including physical contact between students, instructors, or other participants. Such physical contact may be required for demonstrations and training activities. I consent to such contact as required for this course and/or state training program.

2. I understand that physical contact related to the course should not occur outside the presence of an instructor or a designated supervisor.

3. I understand that some units in this course may require the viewing of instructional or training videos and other materials containing graphic images, including, but not limited to: substantial bodily injury, human anatomy including reproductive systems, sexually transmitted diseases related to bloodborne pathogens, and similar images. I consent to the viewing of such images as part of this course and/or state training program.

4. Based on my full understanding and acknowledgment of the above statements, I agree to indemnify, hold harmless, and release the North Orange County Regional Occupational Program, its employees, officers, representatives, and students from liability related to my/my student’s enrollment and participation in this course.

Printed Name of Student: _________________________________
Signature of Student: _________________________________ Date: ____________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

Printed Name of Parent/Guardian: _____________________________
Signature of Parent/Guardian: ________________________________ Date: ____________
This form is required for students enrolled in an after-school, regional course offering. Please read, complete, and return this form to the ROP instructor to keep on file for one year.

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<tr>
<th>Printed Student Name:</th>
<th>Course Title:</th>
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<th>Day(s) of Week</th>
<th>Start Time</th>
<th>Break Time</th>
<th>End Time</th>
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**BREAKS:** Instructors may dismiss students for a short unsupervised break, especially if the administration has designated a specific time for lunch or dinner. Students should remember to be quiet on campus because other classes or events may be in session. Students have the options to bring their snacks or meal, purchase food and/or beverages from the vending machines (if available), and/or provide patronage to nearby restaurants. Students are accountable for returning to class on time. ROP assumes no responsibility or liability for students once they leave the building.

**PARKING:** Parking at certain sites is limited and may be impacted depending upon the scheduling of other classes and events. Students may not park in stalls marked for the staff or in the lots of neighboring businesses. These businesses will tow away any student cars that are parked in their lots. ROP assumes no responsibility or liability for towing fees or damage to student vehicles.

**PICK-UP AFTER CLASS:** It is imperative that high school students be picked-up promptly so that the instructor can leave. Instructors are not allowed to give students a ride home; however, instructors will call and wait for a taxi cab to take home any student who remains. Please note that the parent/guardian will be responsible for paying the taxi cab service and repeat offenders may be dropped from the class.

*My signature acknowledges that I have read, understand, and will abide by the information found above regarding Regional Course Offering Expectations. I understand that this signed form will be kept on file by my instructor for the school year.*

Printed Name of Student: _________________________________
Signature of Student: _________________________________ Date: ________________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

*My signature acknowledges that I have read, understand, and will abide by the information found above regarding Regional Course Offering Expectations. I understand that this signed form will be kept on file by the instructor for the school year.*

Printed Name of Parent/Guardian: _________________________________
Signature of Parent/Guardian: _________________________________ Date: ________________
My signature acknowledges that I have not only read and understand the information found in North Orange County ROP’s Student Handbook, but also agree to abide by all policies and procedures set forth by my school, district, and ROP. I understand that this signed form will be kept on file by my instructor for the school year.

Printed Name of Student: _________________________________
Signature of Student: _________________________________ Date: ____________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

My signature acknowledges that I have read and understood the information found in North Orange County ROP’s Student Handbook. I understand that this signed form will be kept on file by my student’s instructor for the school year.

Printed Name of Parent/Guardian: _________________________________
Signature of Parent/Guardian: _________________________________ Date: ____________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

North Orange County ROP is known for its high-achieving students, instructors, and programs and likes to publicize these achievements. Because events and interviews are often needed on the spur of the moment, we are requesting your permission to photograph or film students in advance.

Please check one of the boxes below indicating whether or not you permit North Orange County ROP, and organizations, consortiums, and associations connected with it to represent the student named below, in photograph(s), video recordings, and with interview comments for use in educational, promotional, and publication purposes. These items may be distributed to individuals, groups, and the news media and published in, but not limited to, advertisements, catalogs, class schedules, news releases, newsletters, slide shows, video presentations, social media, and the Internet. Please return this form to the ROP instructor to keep on file for one year.

☐ Yes. I do give my permission.
☐ No. I do not give my permission.

Printed Name of Student: _________________________________
Signature of Student: _________________________________ Date: ____________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

Printed Name of Parent/Guardian: _________________________________
Signature of Parent/Guardian: _________________________________ Date: ____________
STUDENT USE OF ELECTRONIC RESOURCES AND TECHNOLOGY AGREEMENT

Students may have access to ROP electronic resources and technology only if a signed copy of this agreement is on file. Instructors should keep this document on file for one year or longer depending upon the length or requirements of the training program.

STUDENT CONSENT

As a student in the North Orange County ROP, I acknowledge that I have read the ROP’s Acceptable Use Policy, understand that the ROP computer system is designed for educational purposes and will abide by the policy. I acknowledge that the ROP may review the electronic (email) files of messages sent or received using the ROP’s computer equipment or networks.

Printed Name of Student: ____________________________________
Signature of Student: _______________________________________
Date: __________________________________________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

PARENT OR GUARDIAN CONSENT

As the parent/guardian of this student, I have read ROP’s Acceptable Use Policy and understand that the ROP electronic resources and technology are designed for educational purposes and that to use it, my student must abide by the policy. I understand that it is impossible for North Orange County ROP to restrict access to all controversial materials, and I will not hold the ROP responsible for materials acquired on the network by my student. I also agree to report any misuse of the information system to the ROP system administrator or the course instructor. Misuse can come in many forms but can be viewed as any messages sent or received that indicate or suggest harassment, bullying, pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above. I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give my permission for ROP to issue an account or provide access to electronic resources and technology for my child and certify that the information contained on this form is correct.

Printed Name of Parent/Guardian: _______________________________
Signature of Parent/Guardian: _________________________________
Date: __________________________________________
WORK-BASED LEARNING
CONSENT AND RELEASE AGREEMENT

Please read, complete, and return this form to the ROP instructor to keep on file for one year.

Work-based learning (WBL) is an integral component of career pathway programs offered through North Orange County ROP. WBL is an umbrella term that covers work experience, work experience education, and other career exploration activities that help students become work-ready. In ROP it may take many forms such as clinical and externships (required for certain training programs), Community Classroom (CC) which is unpaid WBL, or Cooperative Vocational Education (CVE) which is paid WBL. ROP teachers oversee the various aspects of WBL according to Title V, Sections 10085 and 10106 of the State Department of Education Regulations. Most ROP career pathway capstone courses require WBL to complete the course or training program requirements.

To participate in WBL, parents/guardians may need to transport their student to the WBL site. Transportation and insurance liability is neither provided by North Orange County ROP nor by the student’s school district. Students who drive their vehicle must have permission from a parent/guardian and follow California law which states that students with a provisional driver’s license may not have passengers under the age of 20 in the vehicle for the first 12 months (or until the driver reaches his or her 18th birthday), unless a licensed driver age 25 or older is present. Some WBL sites may be located within walking distance from the school. Also, students may need to be released from and/or return to campus during the school day to participate in WBL and thus should follow their school’s respective policies and procedures.

Based on my full understanding and acknowledgment of the above, I agree to indemnify, hold harmless, and release the North Orange County Regional Occupational Program, its employees, officers, representatives, and students from liability related to my/my student’s enrollment and participation in work-based learning.

Student Signature: _______________________________ Date: ______________
Student Name Printed: _______________________________

Note: Students under the age of 18 must also have the signature of a parent/guardian who has reviewed this agreement.

Parent/Guardian Signature: _______________________________ Date: ______________
Parent/Guardian Name Printed: _______________________________

Details from Instructor Regarding WBL:
North Orange County ROP Facilities and Training Sites

ROP Facilities
1 ROP Education Center
   385 N. Muller St., Anaheim 92801
2 Trident Education Center
   1800 W. Ball Road, Anaheim 92804

High Schools
3 Anaheim High School
   811 W. Lincoln Ave., Anaheim 92805
4 Brea Olinda High School
   789 N. Wildcat Way, Brea 92821
5 Buena Park High School
   8833 Academy Dr., Buena Park 90621
6 Cypress High School
   9801 Valley View, Cypress 90630
7 El Camino Real High School
   1351 Orangeflorpe Ave., Placentia 92870
8 El Dorado High School
   1651 N. Valencia Ave., Placentia 92870
9 Esperanza High School
   1830 N. Kellogg, Anaheim 92807
10 Fullerton Union High School
    201 E. Chapman Ave., Fullerton 92834
11 Gilbert High School
    1800 W. Ball Road, Anaheim 92804
12 Katella High School
    2200 E. Wagner, Anaheim 92806
13 Kennedy High School
    8281 Walker Street, La Palma 90623
14 Knott's Berry Farm
    8039 Beach Blvd., Buena Park 90620
15 La Habra High School
    801 W. Highlander, La Habra 90631
16 La Vista/La Sierra High School
    909 N. State College Blvd., Fullerton 92831
17 Loara High School
    1765 Cerritos Ave., Anaheim 92804
18 Los Alamitos High School
    3591 Cerritos Ave., Los Alamitos 90720
19 Magnolia High School
    2450 W. Ball Road, Anaheim 92804
20 Oxford Academy
    5172 Orange Ave., Cypress 90630
21 Savanna High School
    301 N. Gilbert Street, Anaheim 92801
22 Sonora High School
    401 S. Palm Street, La Habra 90631
23 Sunny Hills High School
    1801 Warburton Way, Fullerton 92833
24 Troy High School
    2200 Dorothy Lane, Fullerton 92831
25 Valencia High School
    500 N. Bradford, Placentia 92871
26 Western High School
    501 S. Western Ave., Anaheim 92804
27 Yorba Linda High School
    19900 Bastanchury, Yorba Linda 92866
North Orange County ROP
CAREER READY PRACTICES

1. Apply appropriate TECHNICAL SKILLS & academic knowledge
2. Communicate CLEARLY, EFFECTIVELY, and with REASON
3. Develop an EDUCATION & CAREER PLAN aligned with personal goals
4. APPLY TECHNOLOGY to enhance productivity
5. Utilize CRITICAL THINKING to make sense of problems and persevere in solving them
6. PRACTICE PERSONAL HEALTH and understand FINANCIAL LITERACY
7. ACT AS A RESPONSIBLE CITIZEN in the workplace and the community
8. MODEL INTEGRITY, ETHICAL LEADERSHIP & EFFECTIVE MANAGEMENT
9. Work PRODUCTIVELY in teams while integrating CULTURAL AND GLOBAL Competence
10. Demonstrate CREATIVITY & Innovation
11. Employ valid & RELIABLE RESEARCH strategies
12. Understand the ENVIRONMENTAL, SOCIAL & ECONOMIC Impacts of Decisions