

DRIVEN BY PURPOSE

2026-2027 STUDENT HANDBOOK



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Mission:

North Orange County Regional Occupational Program specializes in career exploration and training guided by industry experts, providing students with essential skills, hands-on experience, recognized certifications, and the confidence to thrive in the workforce.

Vision:

North Orange County Regional Occupational Program envisions shaping a future where Career Technical Education seamlessly integrates into all levels of schooling, equipping every learner with the knowledge, skills, and real-world experiences needed to discover their purpose, unlock their potential, and achieve lifelong success.

Core Values:

The core values of North Orange County Regional Occupational Program are...

SAFETY

Feeling secure allows us to thrive. When people are safe, physically, emotionally, and psychologically, they can take risks, grow, and reach their full potential.

COLLABORATION

Working together makes us stronger. By embracing teamwork and diverse perspectives, we create better solutions and achieve greater impact.

INCLUSION

Every voice matters. We cultivate a welcoming and equitable space by celebrating differences and creating opportunities for everyone to contribute and belong.

EXCELLENCE

Excellence is a mindset, not a destination. Holding ourselves to the highest standards drives continuous growth, impactful learning, and meaningful achievement for students, staff, and partners.

TABLE OF CONTENTS IN ALPHABETICAL ORDER

A Message from Our Superintendent	2-3	Our Core Values	Inside Front Cover
About the Student Handbook	5	Our Mission (Statement)	Inside Front Cover
Academic Honesty	5	Our Vision (Statement)	Inside Front Cover
Acceptable Use Policy for Electronic Resources and Technology	5-8	Outside Class Assignment	28
Accreditation and Course/Training Program Approval	8	Patient Care Training Programs Consent and Release Agreement	56
Aeries	8	Physical Contact and Graphic Images Consent and Release Agreement	56
Alcohol and Other Drugs	8	Positive School Climate	28
Articulation Agreements and Dual Enrollment	8-9	Priority Registration in ROP Career Pathway Courses	29
Artificial Intelligence	9	Program Articulation Policy	29
Borrowed Instructional Materials Acknowledgement and Agreement	55	Questioning/Apprehension by Law Enforcement Personnel	30
Campus Disturbances	9	Regional Course Offerings and Student Selection and Enrollment Priority	30-31
Career Counseling and Guidance Services	10	Regional Course Offering Expectations Acknowledgement and Agreement	57
Career Education Foundation & Celebration of Success	11	Release of Directory Information	31
Career Pathway Course Sequence Information	14-16	Safety	31
Career Technical Education and Career Pathways	12-13	Search and Seizure	31
Career Technical Student Organizations (CTSOs)	16	Section 504 Plan Implementation Procedures	32-34
Child/Dependent Adult Abuse Reporting Procedures	17	Selection, Evaluation, and Adoption of Textbooks	34
Civil Conduct	17	Sexual Harassment	34-36
Complaints Concerning Instructional Materials	17	Standards for Career Ready Practices (CRPs)	36-40
Congratulations (Teacher/Employees of the Year)	4	Student Attendance	41
Controversial Issues	17-18	Student Awards for Achievement	41
Copyrighted Materials	18	Student Conduct	41-42
CTE Internship Course	13	Student Discipline	42
Curriculum, Instruction, and Assessment	18	Student Dress	42
Drug and Alcohol-Free Workplace	36	Student Handbook Acknowledgement and Agreement	58
Evaluation of the Instructional Program	18	Student Health: Substance Use, Abuse and Dependency	42
Exposure Control Plan for Bloodborne Pathogens	18-19	Student Media and Publicity Consent and Release Agreement	58
Fentanyl and Synthetic Drugs	19	Student Production of Products and Services	42-43
Freedom of Student Speech/Expression	22	Student Records	43
Gifts to School Personnel	22	Student Use of Electronic Resources and Technology Agreement	59
Grading System	10	Student Use of Instructional Materials	43
Graduation Requirements for Partner Districts	20-21	Suicide Prevention/Mental Health Distress	43-45
Individualized Training Plan	23	Suspension and Expulsion/Due Process	45
Infectious Diseases	23	Title IX Sexual Harassment Complaint Procedures	46-50
Instructional Planning	23	UC/CSU "a-g" Approved Courses	14-16, 50
List of Industry Sectors and Career Pathways	13	Uniform Complaint Procedures/Student Grievance Procedure	50-53
Maintaining Appropriate Adult-Student Interactions	23-24	Universal Precautions	53-54
Map of North Orange County ROP Facilities and Training Sites	61	Vandalism, Theft, and Graffiti	54
Non-Discrimination/Harassment	24-28	Withholding Student Grades, Credit Information, and Certificates	54
Our Board of Trustees	Inside Front Cover	Work-Based Learning (WBL)	54
Our Administrative Team	Inside Front Cover	Work-Based Learning Consent and Release Agreement	60

Student Crisis Support Hotlines and Resources

- [Teen & Youth Help Hotline](#) Teenage Advice, Crisis & Depression Helpline
Do you need help working something out? Do you want to talk to someone who understands, like another teen? We're here to help!
 - Call 800-852-8336 (available 6 PM to 10 PM every night)
 - Text TEEN to 839863 (available 6 PM to 9 PM)
- [The National Suicide Prevention Lifeline](#) 1-800-273-8255
The 24-hour, toll-free, confidential suicide prevention hotline is available to anyone in suicidal crisis or emotional distress. It provides Spanish-speaking counselors, as well as options for deaf and hard-of-hearing individuals.
 - Línea de Vida Nacional de Prevención del Suicidio ofrece servicios gratuitos en español para alguien que está en crisis o necesita ayuda llame al 1-888-628-9454
 - Options for Deaf and Hard of Hearing 1-800-985-5990 or text TalkWithUs to 66746
- [The Crisis Text Line](#)
Connect with a volunteer Crisis Counselor. The Crisis Text Line is the only 24/7, nationwide crisis-intervention text-message hotline.
 - Text HOME to 741-741.
- [The Veterans Crisis Line](#)
The 24-hour, toll-free, confidential hotline provides phone, webchat, and text options available to military veterans in crisis and their families and friends. It provides options for deaf and hard-of-hearing individuals.
 - Call 1-800-273-8255 and Press 1 or text 838255.
- [The Trevor Project](#)
The Trevor Lifeline is a national 24-hour toll-free confidential hotline for lesbian, gay, bisexual, transgender, and questioning youth.
 - Call 1-866-488-7386 24/7
 - Confidential online instant messaging with a Trevor Counselor 24/7
 - Confidential text messaging with a Trevor Counselor 24/7. Text START to 678678
 - TrevorText can be reached by texting TREVOR to 1-202-304-1200 (available M-F from 3 PM to 10 PM ET).

A Message from Our Superintendent

As California's premier Career Technical Education (CTE) provider, Regional Occupational Centers and Programs (ROCs and ROPs) have helped millions of secondary and post-secondary students successfully navigate the world of work for over 50 years! Our high-quality, high-demand training programs, widely recognized as the gold standard for CTE, are taught by instructors recruited from business and industry. ROP instructors bring a unique and valuable perspective to education enhancing students' learning experiences for the following reasons:



Dana Lynch
Superintendent

1. **Industry Expertise:** ROP instructors typically come from professional backgrounds in the industries they teach. This direct experience allows them to provide students with up-to-date, real-world knowledge and skills that are highly relevant to the job market. Their industry expertise ensures that the curriculum is aligned with current practices, technologies, and standards, giving students a competitive edge.
2. **Hands-On Training:** ROP instructors emphasize practical, hands-on, project-based learning, which is a cornerstone of CTE. They design and deliver lessons that involve real-world applications, allowing students to practice and refine their skills in a setting that closely mirrors the workplace. This approach helps students retain information better and prepares them more effectively for their future careers.
3. **Industry Connections:** Many ROP instructors maintain strong connections with local businesses and industry leaders. These networks can be invaluable for students, providing opportunities for internships, apprenticeships, and job placements. Instructors can leverage these relationships to bring guest speakers, arrange work site visits, and facilitate mentorship programs, thereby enriching the educational experience.
4. **Focus on Career Ready Practices (CRPs):** While traditional instructors often emphasize academic achievement and college preparation, ROP instructors are dedicated to preparing students for immediate entry into the workforce. They focus on teaching job-specific skills, workplace etiquette, and professional development, ensuring that students are ready to transition smoothly from the classroom to their chosen careers.
5. **Personalized Instruction:** ROP classes often have smaller student-to-teacher ratios compared to traditional academic classes. This setting allows instructors to provide more personalized attention and support, catering to the individual learning styles and needs of their students. It fosters a more engaging and supportive learning environment where students can thrive.
6. **Motivation and Engagement:** Students in ROP programs are typically more engaged and motivated because they see a direct connection between their studies and their future careers. ROP instructors, with their passion for their industries, can inspire students and keep them motivated through hands-on projects, real-world problem-solving, and relevant coursework.
7. **Dual Enrollment and Certifications:** ROP instructors often work with students to help them earn industry-recognized certifications and, in some cases, college credits through dual enrollment programs. These credentials can enhance students' resumes and provide them with a head start in their career paths or further education.

Research indicates that CTE offers significant benefits to students, enhancing both their educational and career prospects. Here are some key findings from various studies and reports:

1. **Improved Academic Outcomes:** Students enrolled in ROP programs often exhibit higher graduation rates compared to their peers in traditional academic tracks. According to the Association for Career and Technical Education (ACTE), the average high school graduation rate for CTE students is 93%, compared to the national average of 85%. ROP provides students with engaging, relevant CTE training programs and career pathway courses that keeps them motivated and less likely to drop out.
2. **Enhanced Career Readiness:** ROP programs equip students with practical skills and knowledge that are directly applicable to the workforce. This hands-on experience makes them more attractive to employers. Studies have shown that ROP students are more likely to secure employment after graduation, with some programs boasting employment rates as high as 95% within six months of graduation. The skills learned in ROP programs are aligned with industry needs, making graduates more competitive in the job market.
3. **Postsecondary Success:** ROP students are not only more likely to graduate high school but also to pursue further education. The National Center for Education Statistics (NCES) reports that CTE students are more likely to enroll in postsecondary education within two years of graduation. Additionally, they are often better prepared for college coursework, having already developed critical thinking and problem-solving skills through their ROP learning experiences.
4. **Economic Benefits:** For students, ROP training and certifications can lead to higher earning potential. Research from Georgetown University's Center on Education and the Workforce shows that individuals with technical skills gained from CTE programs can earn salaries competitive with those holding bachelor's degrees, particularly in high-demand fields such as healthcare, information technology, and skilled trades.
5. **Personal Development:** Beyond academic and career benefits, ROP helps students develop essential life skills such as teamwork, communication, and time management. These programs often involve collaborative projects and real-world problem-solving, which are invaluable in any career path.

On behalf of the North Orange County ROP (NOCROP) Board of Trustees, faculty, and support staff, we are so thrilled to be part of your educational journey! We are committed to providing our students with outstanding customer service.

Thank you for choosing NOCROP!

P.S. Please help us provide you with a powerful learning experience by providing honest, constructive feedback on student surveys conducted twice a year (December and May). These student surveys are anonymous and provide us with perceptual feedback on instructional practices and student learning. Data gleaned from these surveys will help us celebrate strengths, identify growth areas, and improve the overall educational experience for students. Your voice matters, and we are here to support you every step of the way!

Feel free to email us at info@nocrop.us for any assistance you may need.

Congratulations to Stephanie Nhim, 2027 Teacher of the Year!

Congratulations to Mrs. Stephanie Nhim, Food Service & Hospitality Pathway Instructor at Sonora High School, for being selected as NOCROP's nominee for the 2027 Orange County Teacher of the Year award recognition! She will be celebrated in the fall at the Disneyland Hotel along with teachers from other school districts, ROPs, and community colleges.

Ms. Stephanie Nhim has proudly served as a Culinary Instructor for North Orange County ROP for the past 15 years. What began as a short-term substitute assignment turned into being selected to lead Sonora High School's Food Service and Hospitality program by the spring semester of that same year, a decision that has transformed the culinary pathway for more than a decade.

Under her guidance, the program has flourished to the point of requiring a Zero-Period offering, drawing students to campus early each morning from the excitement and positive reputation surrounding her course. Chef Nhim is also committed to strengthening the school community. Her students routinely support campus events by preparing appetizers, entrées, and desserts, giving them authentic, real-world culinary experience. This work highlights her gift for instruction and her capacity to connect with students. Congratulations, Chef Nhim!



*Left to Right: **Steve Cazares**, FJUHS Director of Educational and Assessment Services; **Dr. Vicki Calhoun**, FJUHS & NOCROP Trustee; **Russell Harrison**, NOCROP Administrator of Instructional Programs; **Marilyn Buchi**, FJUHS & NOCROP Board President; **Scot Worrell**, FJUHS CTE TOSA; **Stephanie Nhim**, NOCROP Food Service & Hospitality Instructor at Sonora High School; **Katelynn Wright**, FJUHS Ed Services Coordinator of Education & Assessment Services; **Dana Lynch**, NOCROP Superintendent; **Dr. Kelly Kennedy**, NOCROP Assistant Superintendent of Educational Services; **Allen Whitten**, FJUHS Director of Student Support Services; and **Dr. Steve McLaughlin**, FJUHS Superintendent*

2026 Employees of the Year!

- **Greg Beers**, Substitute Instructor
- **Minh Nguyen**, Accounting Technician I, Orange County Classified Employee of the Year Finalist
- **Denise Foster**: Medical Assisting Pathway Instructor at Magnolia High School
- **Thom Metcalf**, Administrator, Instructional Programs
- **Rachel Stein**, Instructional Coach
- **Alexis Trujillo**, Education Pathway Instructor at El Dorado High School
- **Ryan Weatherman**: Emergency Response Pathway Instructor at Los Alamitos High School



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!

We are thrilled to announce the winner of the North Orange County Regional Occupational Program's annual Student Handbook Design Competition! Congratulations to contest winner Janet Rizo, a talented student from Katella High School's Design, Visual, & Media Arts (DVMA) Graphic Design Pathway. This year's third-place winner, Ariana Rodriguez from Katella High School, received a \$50 award. The second-place winner was Chloe Takahashi, from Brea Olinda High School received a \$150 award. Our first-place winner, Janet, was awarded \$300 and will have her design featured on physical and digital copies of student handbooks for the 2026–2027 school year.

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 and 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.



North Orange County ROP utilizes the Aeries Student Information System (SIS).

The Aeries parent and student portal is a website that parents and students can log into to check grades, update contact information, and see any other information that NOCROP provides to you.

All students participating in Regional Course Offerings have access to their grades utilizing the NOCROP Aeries student and parent portal. Once logged into the portal, click the Add New Student button. It will prompt for Student ID number, Primary Telephone, and VPC code. This information is provided by NOCROP. This is a one-time process.

Please note: If you are having trouble logging into your account, cannot remember your password, or cannot find your student's VPC code, please contact NOCROP's Student Information Team at (714) 502-5849.

Thank you for partnering with NOCROP in support of your student's success!

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 for 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, Cypress 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.

Artificial Intelligence

Board Policy 0441

The Governing Board recognizes the transformative potential of Artificial Intelligence (AI) to increase student access to information, support teacher effectiveness, and facilitate the administration of student assessments, as well as the potential for AI to undermine student achievement, health, and well-being. Therefore, the Board is committed to supporting the use of AI by students and staff in accordance with the following principles:

1. **Student-Centered:** AI should be used to personalize and enhance the learning experience for each student and to support digital citizenship and literacy
2. **Staff-Centered:** AI should be used as a tool to augment and support, rather than replace, staff in the performance of their duties and responsibilities
3. **Ethical Use and Transparency:** AI should be used ethically and transparently by all staff and students, with careful consideration of potential biases, and in compliance with all intellectual property and copyright laws
4. **Accountability and Responsibility:** AI should be used in a manner that ensures accountability by those who use it and that those who use it are responsible for such use, including when and how it is used
5. **Equity and Access:** AI should be implemented in a manner that ensures equitable access and opportunity for all students, regardless of background or ability, and for all schools across the ROP
6. **Secure and Private:** The ROP should prioritize security and privacy when changing existing practices or adopting new practices regarding AI
7. **Professional Development:** In collaboration with the Human Resources and Educational Services Department, the ROP should provide ongoing professional development for staff in all aspects of AI, with a particular focus on the ethical and responsible use of AI
8. **Community Engagement:** The ROP should engage with the community to share these principles, to educate the community on AI, and to discuss the permitted and prohibited uses of AI in the ROP
9. **Continuous Improvement:** The ROP should regularly evaluate the use of AI by students and staff, and adapt its policies, procedures, and professional development to align with best practices and evolving technologies

The Superintendent shall ensure that the use of AI in the ROP is consistent with this policy, Board Policy 0440 - ROP Technology Plan, Board Policy/Exhibit (1) 4040 - Employee Use of Technology, Board Policy 5131.9 - Academic Honesty, Board Policy 6154 - Homework/Makeup Work, Board Policy 6162.5 - Student Assessment, and Board Policy/Exhibit (1) 6163.4 - Student Use of Technology.

Artificial intelligence means an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer, from the input it receives, how to generate outputs that can influence physical or virtual environments. (Education Code 33328.5)

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 that 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 and shall provide counseling and guidance services to maximize student success.

SCHOOL	ROP COUNSELOR	CONTACT INFO	SCHOOL	ROP COUNSELOR	CONTACT INFO
Anaheim HS	Amie M. Cuéllar	cuellar_a@auhsd.us 714-999-3750	La Sierra/La Vista HS	John Diaz	jdiaz@fjuhsd.org 714-447-5505
Brea Olinda HS Brea Canyon HS	Elizabeth McDonald	emcdonald@bousd.us 714-990-7850 x1209	Loara HS	Helen Chung	chung_h@auhsd.us 714-999-3677
Buena Park HS	Sarah Curtis	scurtis@fjuhsd.org 714-992-8660	Los Alamitos HS	Marianne Schaeffer	mschaeffer@losal.org 562-799-4780 x82240
Cypress HS	Mary Binford	binford_m@auhsd.us 714-220-4178	Magnolia HS	Nasreen Sarvi	sarvi_n@auhsd.us 714-220-4257
Cambridge Virtual Academy	Natalie Saldivar	saldivar_n@auhsd.us 714-999-7757	Oxford Academy	Van Parker	parker_v@auhsd.us 714-220-3067
El Camino Real HS	Araceli Mejia	amejia@pylusd.org 714-986-7060 x12023	Parkview HS and Buena Vista HS	Anh Nguyen M/T - Parkview W/Th/F – Buena Vista	anhnguyen@pylusd.org 714-986-7050 x17704 714-986-7026 x61650
El Dorado HS	Tempa Davidson	tdavidson@pylusd.org 714-986-7580 x11025	Savanna HS	Britney Bouska	bouska_b@auhsd.us 714-220-4262 x23952
Esperanza HS	Rigoberto Aragon	raragon@pylusd.org 714- 986-7540 x13027	Sonora HS	Rachel Gomez	rgomez@fjuhsd.org 562-266-2000
Fullerton Union HS	Han Kim	hkim@fjuhsd.org 714-626-3845	Sunny Hills HS	Jennifer Beglin	jbeglin@fjuhsd.org 714-626-4202
Gilbert HS	Osvaldo Hurtado	Hurtado_O@auhsd.us 714-999-3738	Troy HS	Dionne Evans	devans@fjuhsd.org 714-626-4418
Katella HS	Ken Gompert	gompert_k@auhsd.us 714-999-3644 x25951	Valencia HS	Carolyn Douglas	cdouglas@pylusd.org 714-996-4970 x10023
Kennedy HS	Helen Chan	chan_h@auhsd.us 714-220-4121 x27950	Western HS	Heather Field	Field_h@auhsd.us 714-220-4018
La Habra HS	Michelle Dorado	mdorado@fjuhsd.org 562-266-5019	Yorba Linda HS	JeNell Gandy	jgandy@pylusd.org 714-986-7500

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 predetermined 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.

Career Education Foundation

The Career Education Foundation (CEF) is a 501(c)(3) non-profit organization (Federal Tax ID 23-7316436) that was founded over 50 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 [here](#).



The foundation was started in 1973 by John Dewey to reward students who excelled in the ROP classes. The \$1,500 seed money to begin the foundation came from rolls of copper wire unearthed by construction students digging out a pool filled with dirt and debris. In 1973, the awards totaled \$300. Since then, over \$1 million has been awarded to outstanding students.

Celebration of Success

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. Each year, North Orange County ROP and the Career Education Foundation award outstanding ROP students with scholarships donated by generous supporters.



Top Left: *Dr. Ligia Hallstrom*, NOCROP Administrator of Instructional Programs; *Marc Trocchio*, NOCROP Administrator of Instructional Programs; *Ricardo Arroyo, Jr.*, Student; *Michael Holton*, NOCROP Production & Managerial Arts: Drone Technology Instructor at Loara High School, *Annemarie Randle-Trejo*, AUHSD & NOCROP Trustee; *Dana Lynch*, NOCROP Superintendent

Top Center: *Dr. Ligia Hallstrom*, NOCROP Administrator of Instructional Programs; *Marc Trocchio*, NOCROP Administrator of Instructional Programs; *Denise Foster*, NOCROP Patient Care: Medical Assistant Instructor at Magnolia High School; *Quynh Nhu Nguyen*, Student; *Annemarie Randle-Trejo*, AUHSD & NOCROP Trustee; *Dana Lynch*, NOCROP Superintendent

Top Right: *Thomas Metcalf*, NOCROP Administrator of Instructional Programs; *Ken McCall*, NOCROP Patient Care: Sports Medicine Instructor at Brea Olinda High School, *Christine Kim*, Student; *Elizabeth McDonald*, BOUSD CTE Counselor; *Dana Lynch*, NOCROP Superintendent

Bottom Left: *Russell Harrison*, NOCROP Administrator of Instructional Programs; *Dr. Sylvia Kaufman*, FJUHS Assistant Superintendent of Educational and Assessment Services; *Steve Cazares*, FJUHS Director of Educational and Assessment Services; *Danny Flores*, NOCROP Production & Managerial Arts: Film and Video Instructor at Sunny Hills High School, *Raynald Bethany Caritan Tan*, Student, *Marilyn Buchi*, FJUHS & NOCROP Board President; *Katie Wright*, FJUHS Ed Services Coordinator of Education & Assessment Services; *Dana Lynch*, NOCROP Superintendent

Bottom Center: *Russell Harrison*, NOCROP Administrator of Instructional Programs; *Shirley Schofield*, NOCROP Patient Care: Nursing Assistant Instructor at Loara High School; *Brayden Dominic W. Cheung*, Student; *Marlys Davidson*, LAUSD & NOCROP Trustee; *Dana Lynch*, NOCROP Superintendent

Bottom Right: *Thomas Metcalf*, NOCROP Administrator of Instructional Programs; *Dr. Will Gray*, PYLUSD Executive Director of College & Career Readiness; *Kelly Molina*, Principal at Esperanza High School; *June Marie Brunner-Bodnariuk*, Student; *Carrie Buck*, PYLUSD & NOCROP Trustee; *Marilyn Anderson*, PYLUSD Trustee; *Dana Lynch*, NOCROP Superintendent

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 since 1971.

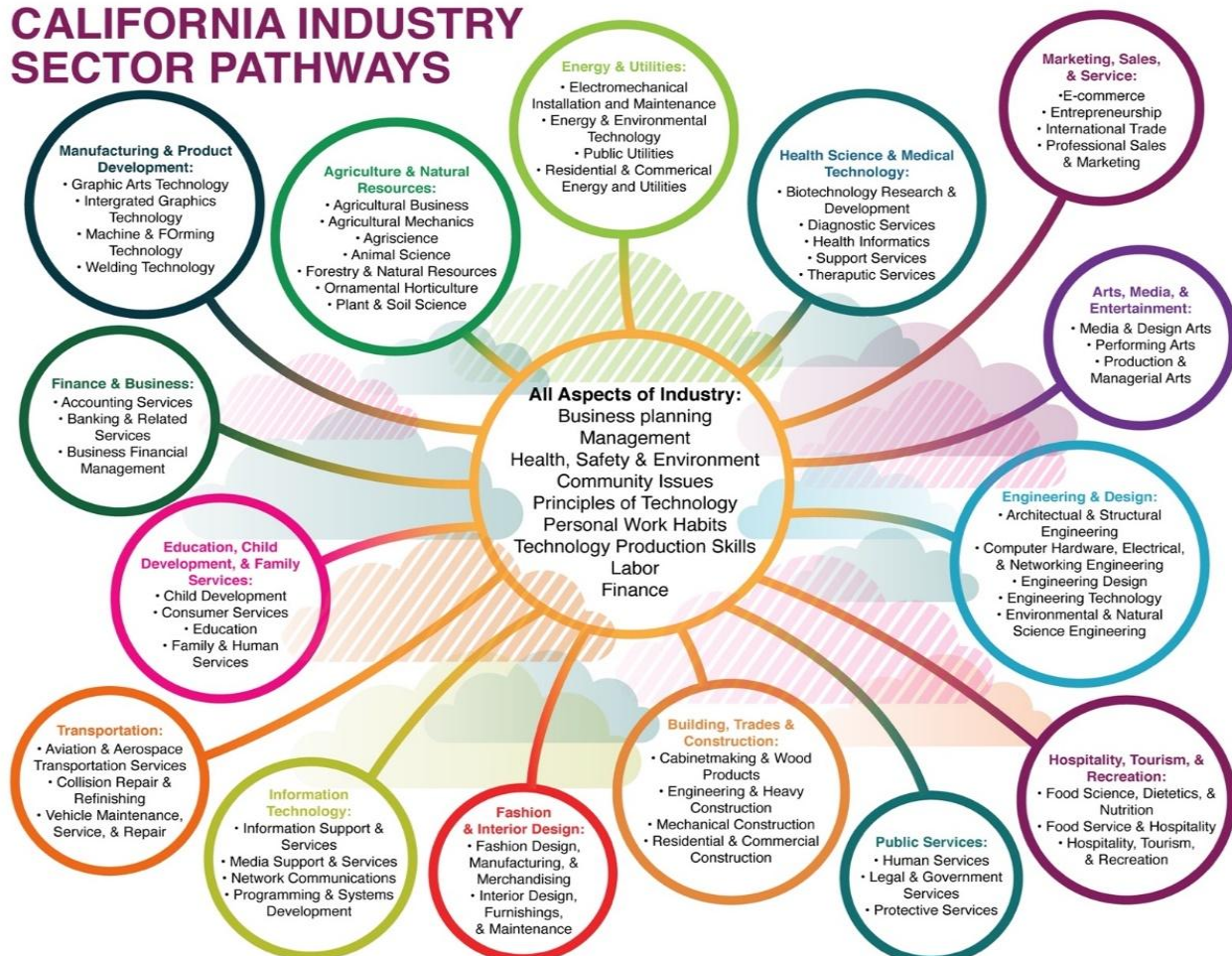
CTE Model Curriculum Standards and CTE Framework

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 an *ROP Career Pathway Certificate of Completion*, may earn another industry credential or certification, exit the program for employment, or continue preparation for 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.

CALIFORNIA INDUSTRY SECTOR PATHWAYS



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 (NRG)

- 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)

CTE Internship Course

This structured course is for students who are in a CTE 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 as “CTE Internship” 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. To learn more about how to enroll in the CTE Internship course offer, visit our website at www.nocrop.org.

Career Pathway Course Sequence Information (as of July 2026)

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

WORK-BASED LEARNING (WBL) EXPERIENCES

- Classroom WBL Laboratory = WBL hours within class or school day
- ▣ Cooperative Vocational Education (CVE) = WBL hours (student is employed)
- Community Classroom (CC) = Required extern/internship WBL hours (unpaid)

Biotechnology: Biomanufacturing Pathway Sequence

- 1 Biotechnology: Biomanufacturing I (D)
- 2 Biotechnology: Biomanufacturing II (D)

Biotechnology: Biomedical Pathway Sequence

- 1 Biotechnology: Biomedical Science I (D)
- 2 Biotechnology: Biomedical Science II (D) ✓ - UC Honors
- 3 Biotechnology: Biomedical Science III (G) ✓ - UC Honors

Child Development Pathway Sequence

- ❖ Child Development (G) *
- 1 Careers with Children: Preschool Assistant 1 (G) * ■
- 2 Careers with Children: Preschool Assistant 2 (G) ✓ * ■
- 2 Careers with Children: Preschool Assistant 2 (G) ✓ * – UC Honors

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

- 1 Digital Design and Illustration (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)

Design, Visual, & Media Arts: Design for Digital Print Pathway Sequence

- 2 Design for Digital Print I (F) ✓
- 3 Design for Digital Print II – UC Honors (F) ✓

Education Pathway Sequence

- 1 Child Development (G) *
- 2 Teaching Students with Special Needs (G) ✓ ■
- 2 Teaching Students with Special Needs (G) ✓ – UC Honors
- 1 & 2 Principles of Teaching and Learning (G) ✓ * ■
- 1 & 2 Principles of Teaching and Learning (G) ✓ * – UC Honors

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)
- 3 Emergency Medical Technician (G) ✓ ■ (requires 24 hours of ambulance ride-along) – UC Honors
- ❖ Fire Technology (G)

Engineering Design Pathway Sequence

- 1 Introduction to Engineering Design (G)
- 2 Engineering Design 2 (G)
- 2 Engineering Design 2 (G) - UC Honors
- 3 Engineering Design 3 (G) - UC Honors ✓
- 3 Engineering Design 3 (G) - UC Honors ✓ – UC honors

Entrepreneurship/Self-Employment Pathway Sequence

- 1 Business Design I (G)
- 2 Business Design II (G)
- 2 Business Design II (G) – UC Honors

Food Service & Hospitality Pathway Sequence

- 1 Introduction to Culinary Arts (G)
- 2 Culinary Arts (G)
- 3 Culinary Arts and Hospitality Management (G) ✓ * ■
- 3 Culinary Arts and Hospitality Management (G) ✓ * ■ – UC honors
- 1-3 Retail Restaurant/Food Service Marketing Occupations (G) ✓ ■ □

Game Design & Integration Pathway Sequence

- 1 Game Art and Design (F)
- 2 Advanced Game Art and Design (F) ✓
- 2 Advanced Game Art and Design (F) – UC Honors ✓

Legal Practices Pathway Sequence

- 1 Legal Careers I (G)
- 2 Legal Careers II (G) ✓
- 2 Legal Careers II (G) ✓ – UC Honors

Patient Care Pathway Sequence

- 1 Medical Careers (G) *
- 2 Dental Core (G) ✓
- 2 Dental Core (G) ✓ – UC honors
- 2 Body Systems and Disorders (D)
- 3 Medical Assistant: Clinical & Administrative (G) ✓ * ■ (requires 100-120 WBL hours)
- 3 Medical Assistant: Clinical & Administrative (G) ✓ * ■ (requires 100-120 WBL hours) – UC Honors
- 2 Body Systems and Disorders (D) (recommended)
- 2 or 3 Nursing Assistant: Long-Term Care (G) ✓ ■ (requires 100-120 hours of clinical)
- 2 or 3 Nursing Assistant: Long-Term Care (G) ✓ ■ (requires 100-120 hours of clinical) – UC Honors
- 2 Sports Medicine and Therapy (G) ✓ *
- 2 Sports Medicine and Therapy (G) ✓ * – UC Honors

Product Innovation and Design Pathway Sequence

- 1 Product Design I
- 2 Product Design II

Production & Managerial Arts: Drone Technology Program Sequence

- 1 Drone Operations I
- 2 Drone Operations II

Production & Managerial Arts: Film/Video Production Pathway Sequence

- 1 Art of Video Production (F)
- 2 Video Production (F) ✓ *
- 2 Video Productions (F) ✓ * - UC Honors

Production & Managerial Arts: Multimedia Production Pathway Sequence

- 1 Multimedia Production 1 (F)
- 2 Multimedia Production 2 (F) ✓
- 2 Multimedia Production 2 (F) ✓ – UC Honors

Production & Managerial Arts: Photography Pathway Sequence

- 1 Introduction to Digital Photography (F) *
- 2 Photography: Traditional and Digital (F)
- 2-3 Digital Photography (F) ✓ *
- 2-3 Digital Photography (F) ✓ * - UC Honors

Public and Community Health Pathway Sequence

- 1 Public and Community Health Careers I(G)
- 2 Public and Community Health Careers II (G) ✓
- 2 Public and Community Health Careers II (G) ✓ – UC Honors

Public Safety Pathway Sequence

- 1 Introduction to Criminal Justice (G) *
- 2 Criminal Investigation (G) ✓
- 2 Criminal Investigation (G) ✓ – UC Honors

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) *
- 4 BITA 4: Emerging Construction Advances and Changes (G); (BITA 1-4 required for Fullerton College articulation) * – UC Honors
- 1 Construction Technology 1 (G)
- 2 Construction Technology 2 (G) ✓
- 2 Construction Technology 2 (G) ✓ – UC Honors

Residential & Commercial Construction: Skilled Trades Pathway Sequence

- 1 Skilled Trades I (G)
- 2 Skilled Trades II (G)
- 3 Skilled Trades III (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) ✓ *
- 3 Advanced Automotive Technology (Honors) (G)

Career Technical Student Organizations (CTSOs)

CTSOs are organizations that 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 FBLA: Future Business Leaders of America (www.fbla-pbl.org), HOSA: Future Health Professionals (www.hosa.org), and SkillsUSA (www.skillsusa.org) chapters at various high schools. Though Educators Rising (www.educatorsrising.org) is not an “official” CTSO per the California Department of Education (CDE) at this time, it is an important leadership opportunity for students in the Education Pathway.

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

Students

The Governing Board is committed to supporting the safety and well-being of ROP students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may refer a student who is a victim of abuse to school-based mental health resources and other resources available within the community as needed.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with the law. ROP employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall provide annual training regarding the duties of mandated reporters.

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.

Complaints Concerning Instructional Materials

Board Policy 1312.2

The Governing Board uses a comprehensive process to adopt ROP instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of parents/guardians, adult students, and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures. To submit your complaint, access the form [here](#).

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 ensure compliance with applicable laws.

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.

Exposure Control Plan for Bloodborne Pathogens

Board Policy 4119.42, 4219.42, 4319.42

As part of its commitment to provide a safe and healthy work environment, the Governing Board recognizes the importance of protecting employees from possible infection due to contact with bloodborne pathogens, including, but

not limited to, hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV). The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace.

The exposure control plan shall be consistent with the ROP's injury and illness prevention program established pursuant to Labor Code 6401.7 and 8 CCR 3203. (8 CCR 5193) The Superintendent or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the ROP's exposure control plan, employees having occupational exposure shall receive training and be offered the hepatitis B vaccination. (8 CCR 5193; 29 CFR 1910.1030)

Any employee not identified by the Superintendent or designee as having occupational exposure may submit a request to the Superintendent or designee to be included in the training and hepatitis B vaccination program. The Superintendent or designee may deny a request when there is no reasonable anticipation of contact with any infectious material. In the event that an employee has an exposure incident, the ROP shall implement follow-up procedures in accordance with the exposure control plan. All such incidents shall be evaluated to determine whether changes need to be made in ROP practices.

Fentanyl and Synthetic Drugs

Fentanyl and the opioid crisis have continued to cause great concern in our community.

- Fentanyl, an opioid pain reliever that is 50 times as strong as heroin, is now being manufactured illegally by criminal organizations.
- This "illicit" fentanyl is mixed into street drugs like cocaine and heroin to make them more potent. It is also being pressed into counterfeit (fake) pills that look like prescription medications such as Percocet, Xanax, and Adderall.
- Youth and adults who purchase these drugs through social media or illegitimate online pharmacies may experience an opioid overdose, which can stop their breathing and lead to death.
- Fentanyl is synthetic, that is, it is formed from lab-made chemicals and not from naturally occurring ingredients. This makes the drug cheaper to manufacture and more profitable to sell illegally.
- Another synthetic drug, xylazine, is increasingly being added alongside illicit fentanyl. Xylazine is a strong veterinary tranquilizer. The combined effect of these two drugs on breathing and the heart can be extremely dangerous and further increases the risk of death.

North Orange County ROP holds the health and safety of its students and staff as its highest priority. Out of an abundance of caution, we have proactively trained our administrators and staff to recognize an opioid overdose and respond using the emergency medication naloxone, sometimes referred to by the brand name NARCAN®. When given right away, naloxone can stop opioids from acting on the brain and restore breathing.

We have supplied both our Administration/Conference and Career Training Centers with a naloxone rescue kit that can be used in the unlikely event of an opioid overdose on campus. This kit will be kept alongside the Automated External Defibrillator (AED) and epinephrine auto-injectors, which serve similar purposes in treating rare medical emergencies.

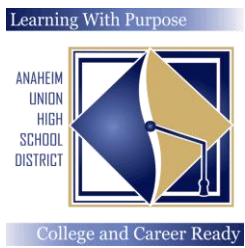
Signs of an Opioid Overdose

Call 911 if you see someone who is:

- Unable to wake up or respond to you.
- Breathing slowly or not at all.
- Making gurgling, choking, or snoring sounds.

If you or someone you know is struggling with substance use, please reach out to a school counselor or administrator.

Graduation Requirements for Partner Districts

	AUHSD 	BOUSD 	FJUHSD 	LAUSD 	PYLUSD 
English	4 years (40 credits) ¹	4 years (40 credits)	4 years (40 credits) ¹⁵	4 years (40 credits)	4 years (40 credits)
History/Social Science	3 years (30 credits) ²	3 years (30 credits) ¹²	3 years (30 credits) ¹⁶	3 years (30 credits)	3 years (30 credits)
Mathematics	3 years (30 credits) ³	3 years (30 credits)	3 years (30 credits) ¹⁷	2 years (20 credits)	2 years (20 credits) ²³
Science	2 years (20 credits) ⁴	3 years (30 credits) ¹³	2 years (20 credits) ¹⁸	2 years (20 credits)	2 years (20 credits) ²⁴
Fine Arts or World Language	1 year (10 credits) ⁵	1 year (10 credits) ¹⁴	1 year (10 credits) ¹⁹	1 year (10 credits) ²¹	1 year (10 credits) of VPA, World Language or CTE ²⁵
Physical Education	2 years (20 credits) ⁶	2 years (20 credits)	2 years (20 credits) ²⁰	2 years (20 credits)	2 years (20 credits)
Health	1 semester (5 credits) ⁷	1 semester (5 credits)	¼ year (2.5 credits)	1 semester (5 credits)	1 year (5 credits) + 5 credits academic planning
Career Education	1 year (10 credits) ⁸	See "Fine Arts or World Language" ¹⁴	See "Fine Arts or World Language" ¹⁹	See "Other" below	Academic Studies and Career Planning ²⁶
Electives	55 credits	65 credits	65 credits	65 credits ²²	80 credits ²⁷
Other	Digital Literacy ⁹			Fine Arts or Applied Arts/CTE 1 year (10 credits) ²¹	Community Service or Service Learning (40 hours)
	Civic and Service Learning ¹⁰				
Total Credits Required	220 credits¹¹	230 credits	217.5 credits	220 credits	230 credits

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.
- ²³ 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.
- ²⁴ Science: To include instruction in biological and physical science.
- ²⁵ 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.
- ²⁶ Academic Studies and Career Planning or two years of Advancement Via Individual Determination (AVID). International Baccalaureate (IB) students are exempt from this requirement.
- ²⁷ 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.

Freedom of Student Speech and Expression

Board Policy 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 websites 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 websites, 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.

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.

Maintaining Appropriate Adult-Student Interactions

Board Policy 4119.24, 4219.24, 4319.24

The Governing Board expects all adults with whom students may interact at ROP or in ROP-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

An employee/adult shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation. Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal.

Any other adult who violates this policy may be barred from ROP sites and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

The ROP's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on ROP websites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact.
2. Being alone with a student outside of the view of others.
3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent.
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian. When communicating electronically with students, employees shall use ROP equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of ROP technology at any time without advance notice or consent.
5. Creating or participating in social networking sites for communication with students, other than those created by the ROP, without prior written approval.
6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to ROP business.
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students or addressing a student in an overly familiar manner, such as by using a term of endearment.
8. Socializing or spending time with students outside of ROP-sponsored events, except as participants in community activities.
9. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose.
10. Encouraging students to confide their personal or family problems and/or relationships or disclosing personal, family, or other private matters to students or sharing personal secrets with students.

Non-Discrimination/Harassment

Administrative Regulation 5145.3

The North Orange County Regional Occupational Program (NOCROP) designates the individual(s) identified below as the employee(s) responsible for coordinating NOCROP'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 nondiscrimination 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 compliance officer(s) may be contacted at:

Assistant Superintendent, Educational Services or designee
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 NOCROP's nondiscrimination policy and related complaint procedures, including the compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on ROP's website and other prominent locations.
2. Post information in a prominent and conspicuous location on the ROP website 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 websites 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 website
 - (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
 - d. A link to the Title IX information is included on the California Department of Education's (CDE) website.
3. Provide a handbook to students that contain information that clearly describes NOCROP'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 NOCROP'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 NOCROP's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, NOCROP 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 NOCROP's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
6. Provide students, employees, volunteers, and parents/guardians age-appropriate training and information regarding NOCROP'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 NOCROP'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 NOCROP'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 NOCROP 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 they have been subjected to unlawful discrimination described above or in NOCROP policy is strongly encouraged to immediately contact the compliance officer. 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, they 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 or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, 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

The gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of their 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.

A transgender student means a student whose gender identity is different from the gender they were 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 their gender identity.
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with their 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 their 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 them because of their gender, gender identity, or gender expression.

NOCROP's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, 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 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 student refuses to give permission, the employee shall keep the student's information confidential, unless 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 their 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.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of their gender identity and begin to treat the student consistent with their 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, parents/guardians, the ROP shall use the student's preferred name and pronouns consistent with their gender identity on all other ROP-related documents. Such a 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 their gender identity, without the necessity of a court order or a change to their

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 their gender identity, subject to any dress code adopted on an 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 that 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:

Priority for 4-Course Career Pathway			
1 st Course (Introductory)	2 nd Course (Concentrator)	3 rd Course (Concentrator)	4 th Course (Capstone)
Final Student Status = <i>Participant</i>	Final Student Status = <i>Concentrator</i>	Final Student Status = <i>Concentrator or Completer</i>	Final Student Status = <i>Completer</i>
1. first 9 th graders	1. first 10 th graders	1. first 11 th graders	1. first 12 th graders
2. then 10 th graders	2. then 11 th graders	2. then 12 th graders	
3. then 11 th graders	3. then 12 th graders		
4. then 12 th graders			

Priority for 3-Course Career Pathway		
1 st Course (Introductory)	2 nd Course (Concentrator)	3 rd Course (Capstone)
Final Student Status = <i>Participant</i>	Final Student Status = <i>Concentrator</i>	Final Student Status = <i>Completer</i>
1. first 10 th graders	1. first 11 th graders	1. first 12 th graders
2. then 9 th graders	2. then 10 th graders	2. then 11 th graders
3. then 11 th graders	3. then 12 th graders	
4. then 12 th graders		

Priority for 2-Course Career Pathway	
1 st Course (Concentrator)	2 nd Course (Capstone)
Final Student Status = <i>Concentrator</i>	Final Student Status = <i>Completer</i>
1. first 11 th graders	1. first 12 th graders
2. then 10 th graders	2. then 11 th graders
3. then 9 th graders	3. then 10 th graders
4. then 12 th graders	

Priority for 1-Course Career Pathway
(Capstone)
Final Student Status = <i>Completer</i>
1. first 12 th graders
2. then 11 th graders
3. then 10 th graders

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 underrepresented 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 (See www.nocrop.org for complete listings/information)

Student Eligibility

1. Students must be an incoming 9th, 10th, 11th, or 12th-grade students 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 utilize the registration link at www.nocrop.org 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.*

Regional Course Offerings: Student Selection and Enrollment Priority

Student Selection and Enrollment Priority:

To ensure equitable access to our Regional after-school classes, student enrollment is prioritized based on specific program needs. First priority is given to students whose comprehensive high school does not offer the desired CTE class or pathway during the regular bell schedule and who need these courses to pursue their career interest. We also prioritize placing students in classes that align with their grade level to support timely progression and completion of their pathway before graduation. After these priority placements are made, any remaining seats will be filled on a first-come, first-served basis according to the date and time students submit their registration. This process ensures transparency and fairness for students, parents, and counselors seeking placement in our high-demand programs.

Priority Level	Description	Example Scenario
<u>Priority 1:</u> Access Need	Students whose home high school <i>does not offer</i> the desired CTE class or pathway during the regular bell schedule. These students receive first priority for enrollment.	A 10th-grade student at School A wants “Medical Careers,” but the course is not offered at their school. They receive first consideration for enrollment.
<u>Priority 2:</u> Grade-Appropriate Placement for Pathway Completion	Students are placed in classes that align with their grade level so they have a realistic opportunity to complete the full pathway sequence during high school. Placement in Concentrator (Level 2) and Capstone (Level 3) courses requires completion of all prerequisite classes with a grade of C or better .	10th-grade student: Placed in <i>Intro/Level 1</i> of a three-year pathway. 11th-grade student: Placed in the <i>Concentrator/Level 2</i> course if they passed the Intro course with a C or better. 12th-grade student: Placed in the <i>Capstone/Level 3</i> course only if they completed all prior levels with a C or better.
<u>Priority 3:</u> First Come, First Served	After priorities 1 and 2 are fulfilled, any remaining seats are offered based on registration timestamp. Earlier registrants are placed first until the class is full.	Two qualified students from the same school both want the class. The student who registered earlier receives the available seat.

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, date 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 ROP counselor 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 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, an ROP counselor 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

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.

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, Cypress, Katella, Kennedy, & Oxford Academy High Schools:

Marc Trocchio ROP Administrator, Instructional Programs mtrocchio@nocrop.us 714-502-5850

Cambridge Virtual Academy, Gilbert, Loara, Magnolia, Savanna, & Western High Schools:

Ligia Hallstrom, Ed.D. ROP Administrator, Instructional Programs lhallstrom@nocrop.us 714-502-5815

BREA OLINDA UNIFIED SCHOOL DISTRICT

Brea Olinda High School, Brea Canyon High School, and Brea Junior High School

Thomas Metcalf ROP Administrator, Instructional Programs tmetcalf@nocrop.us 714-502-5853

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

Buena Park, Fullerton Union, La Habra, La Vista/La Sierra, Sonora, Sunny Hills, & Troy High Schools

Russell Harrison ROP Administrator, Instructional Programs rharrison@nocrop.us 714-502-5892

LOS ALAMITOS UNIFIED SCHOOL DISTRICT

Los Alamitos High School

Russell Harrison ROP Administrator, Instructional Programs rharrison@nocrop.us 714-502-5892

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

El Camino Real, El Dorado, Esperanza, Valencia, & Yorba Linda High Schools

Thomas Metcalf ROP Administrator, Instructional Programs tmetcalf@nocrop.us 714-502-5853

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:

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 – 4:00 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 ROP does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. The Governing Board is committed to maintaining a welcoming, safe, and supportive learning environment that is free from harassment and discrimination. The Board prohibits at the ROP or at ROP-sponsored or ROP-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at a student.

Additionally, the Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Ed Code 220.1, 221.8; CFR 106.71).

The ROP strongly encourages any student who feels that they are being or have experienced sexual harassment on ROP grounds, in any ROP-sponsored or related activities or outside of ROP when the conduct has a continuing effect in ROP, to immediately contact their instructor, administrator, ROP's Title IX Coordinator, or any other available ROP employee.

Any ROP employee who receives a report or observes an incident of sexual harassment at the ROP or at ROP-sponsored or ROP-related activities shall report the incident to the ROP Title IX Coordinator within one workday.

Once notified, the ROP Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 – Uniform Complaint Procedures, as applicable. The Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the ROP's sexual harassment policy by publishing it on the ROP web site, and including it in student handbook.

The Superintendent or designee shall ensure that all ROP staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 – Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

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

1. What acts and behavior constitute sexual harassment; including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence;
2. A clear message that students do not have to endure sexual harassment under any circumstance;
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained;
4. A clear message that student safety is the ROP's primary concern, and that any separate rule violation involved an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved;
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to respond to any harassment, prevent recurrence, and address any continuing effect on students;
6. Information about the ROP's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made;
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the ROP investigation of a sexual harassment complaint continues; and
8. A clear message that, when needed, the ROP will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action.

For students in grades 4 – 12, 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.

Upon completion of an investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with the law and reported to the California Commission on Teacher Credentialing (CCTC).

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 – Title IX Sexual Harassment Complaint Procedures, and ROP policies and regulations, of all reported cases of sexual harassment to enable ROP to monitor, address, and prevent repetitive harassing behavior in ROP.

Drug and Alcohol-Free Workplace

Board Policy 4020

The Governing Board believes that the maintenance of a drug and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

No employee shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, drug, or controlled substance in the workplace.

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, on duty means while an employee is on duty during both instructional and noninstructional time in the classroom or workplace, at extracurricular or cocurricular activities, or otherwise supervising students. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform their job.

The Superintendent or designee shall notify employees of ROP's prohibition against drug use and the actions that will be taken for violation of such prohibition per Government Code 8355; 41 USC 8103.

The Superintendent or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace per 41 USC 810.

In accordance with law and ROP's policy, the Superintendent or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

Drug-Free Awareness Program: Per Government Code 8355; 41 USC 8103, the Superintendent or designee shall establish a drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace
2. The ROP's policy of maintaining a drug-free workplace
3. Available drug counseling, rehabilitation, and employee assistance programs
4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace.

Standards for Career Ready Practice (CRPs) – See 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 CRPs 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. These standards 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.

Standards for Career Ready Practice (CRPs)



1 Apply appropriate technical skills and academic knowledge.

Integrating academics with hands-on technical skills, NOCROP career pathway programs are embedded into the school day and offered after-school at nearly thirty junior and senior high schools in our five partner school districts. Pathway courses allow students to take sequenced, UC/CSU "a-g" approved and community college articulated coursework, earn industry-based certifications, and secure employment.

Photo: Pictured are students from SkillsUSA putting their training into action. Through hands-on practice, collaboration, and industry-aligned competitions, they build the technical abilities and academic understanding needed for real careers. Their work reflects the mix of skill, knowledge, and professionalism that CTE pathways are designed to develop.

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.

Emphasizing written, verbal, and visual communication skills, NOCROP career pathway programs prepare students to communicate effectively.

Photo: Students in Los Alamitos High School's Emergency Response Pathway work inside their ambulance simulator. In this environment, every decision depends on clear communication, calm teamwork, and precise information-sharing. Their training reflects the kind of high-stakes, real-world situations where communicating with purpose can make all the difference.

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.

Setting career goals and developing an educational plan to achieve them are essential skills taught in all NOCROP career pathway courses and regulated training programs.

Photo: Students in our Adult Career Education (ACE) Dental Assistant program, many of whom are beginning a new career path or returning to pursue one they have always wanted, work on their practice patient. This course gives adult learners the chance to develop practical skills and invest in their future. With a certification pass rate of over 90 percent, the program demonstrates what is possible when students commit to a pathway that fits the next chapter of their lives.

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.



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.



4 Apply technology to enhance productivity.

Utilizing cutting-edge equipment procured from state career technical education grants, NOCROP students learn the value of existing and emerging technologies to complete workplace tasks and solve real-world challenges.

Photo: Students in Western High School's Product Design and Innovation Pathway work in the iLab each day, using modern tools and technologies to bring their ideas to life. They learn how concepts can be developed, tested, and refined through hands-on experience. Students also hear from guest speakers, gaining insight into real-world creative careers. Pictured are students designing their own sneakers.



5 Utilize critical thinking to make sense of problems and persevere in solving them.

Embedding inquiry through project-based learning, NOCROP challenges students to solve authentic and complex problems through critical thinking and laboratory experimentation.

Photo: Students in the Patient Care: Sports Medicine Pathway at Brea Olinda High School practice real evaluation skills on one another. In these moments, they are learning how to read a situation that is not always obvious and make sense of what a patient might be feeling. The work slows everyone down in a good way and pushes them to stay with the problem until something finally clicks.

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.

Empowering students with the skills and practices necessary for personal health and financial wellness, NOCROP students learn about the importance of work-life balance and the tools required for making wise financial decisions.

Photo: Students in North Orange County ROP's Work-Based Learning initiatives gain real-world experience in professional settings. Since 2017, the program has logged more than 650,000 hours and partnered with over 500 industry leaders, giving students the chance to see firsthand how careers operate and what it takes to thrive. These experiences help them make thoughtful choices and understand the impact of their actions in both work and life.

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.



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.



7 Act as a responsible citizen in the workplace and the community.

Promoting interpersonal networking and hands-on experiences with business, industry, and community partners, NOCROP helps students visualize themselves within the workplace.

Photo: Patient Care - Medical Assistant Pathway students from the Adult Career Education Program (ACE) and high School Regional Course Offerings engage with the next generation of students at a community health fair as part of a service project.



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.



8 Model integrity, ethical leadership, and effective management.

Extending student learning and leadership beyond the classroom, NOCROP sponsors over a dozen Career Technical Student Organization (CTSO) chapters, including Future Business Leaders of America (FBLA), HOSA: Future Health Professionals, and SkillsUSA. Hundreds of ROP students utilize their technical skills to compete at regional, state, and national/international leadership conferences. NOCROP students have consistently won countless awards and have been elected to serve these organizations as state officers.

Photo: A student in Loara High School's Child Development: Preschool Lab Pathway reads to young learners. In the preschool classroom, students work directly with children and see how their choices affect the day-to-day flow of learning. The program provides free preschool to families while giving students the chance to engage in real, hands-on teaching.



9 Work productively in teams while integrating cultural and global competence.

Engaging students with collaborative learning activities, NOCROP teaches how cultural and global awareness helps them interact appropriately with their peers and find ways to accomplish mutual goals.

Photo: Students in Sonora High School's Food Service and Hospitality Pathway collaborate in the kitchen. While preparing meals and managing stations together, students experience the rhythm and demands of a professional kitchen and see how different perspectives shape the work. The program allows them to practice working with others and understand the value of diverse ideas in real-world settings.

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.

Recreating the workplace within the classroom, NOCROP motivates students to innovate by using reliable resources to seek new ideas, methods, and practices to solve real, work-based problems.

Photo: The OC Pathways Showcase gives students a chance to present their projects and demonstrates how their learning encourages experimentation, problem-solving, and creative thinking across a variety of fields. Featured are Sunny Hills and La Sierra/-La Vista PMA: Film/Video Pathway, Yorba Linda High School Food Service and Hospitality Pathway, Katella High School Engineering Design Pathway, Loara High School System Diagnostics, Service and Repair Pathway, Brea Olinda High School Residential and Commercial Construction Pathway, and OCDE ACCESS Education Pathway.

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.

Promoting responsible research and investigation strategies, NOCROP students learn transferable skills to deepen college and career-ready practices.

Photo: Students in Fullerton Union High School's Structural Repair and Refinishing Pathway are fully prepared to paint. Before applying any materials, they study techniques, materials, and safety guidelines to ensure their work is done correctly. This process shows how careful research and attention to detail guide the decisions that lead to quality results. Photo Credit: Greg Beers

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.

Advocating student-generated, service-learning activities and experiences, NOCROP helps students understand the interrelated natures of their actions, the importance of adhering to industry regulations, and how to make decisions that positively impact other people, organizations, the workplace, and the environment.

Photo: Students from El Dorado High School's Education Pathway serve as teacher's aides in nearby elementary school classrooms. By stepping into real classrooms, they see how their actions and decisions affect students, teachers, and the learning environment. The experience gives them perspective on the broader social and community impact of the work they do every day.

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.

Suicide Prevention/Mental Health Distress

What are the Warning Signs of a Person in Mental Health Distress?

Often there are warning signs of someone in crisis or experiencing a high level of distress. When possible, it is important to identify friends, family, and others who are severely distressed, suicidal (at risk of hurting oneself) or homicidal (at risk of hurting others) and refer him or her to a mental health or medical provider for assistance. There are many warning signs of psychological distress, and individuals may be at any point on a distress continuum that ranges from early warning stressors to suicidal or homicidal plans. Multiple warning signs and/or extreme behaviors suggest an immediate crisis and may require emergency intervention.

Warning Signs of Suicide or Imminent Danger to Self

- Feelings of hopelessness, helplessness, or worthlessness
- Insomnia or excessive sleeping
- Significant appetite loss or gain
- Decreased interest or pleasure in previously enjoyable activities
- Repeated themes of death in conversations or course work
- Significant loss (death of loved one, relationship break up, loss of status or prestige or physical impairment)
- Excessive alcohol or other drug abuse
- Previous suicide attempt
- Articulates a wish to die
- Articulates a plan for suicide (with what means, when, where)
- Access to means for suicide (pills, knife/razor, weapon)

Signs of Imminent Psychotic or Homicidal Behaviors

- Marked inability to communicate clearly (abnormally garbled speech)
- Loss of reality (seeing or hearing things that are not present)
- Beliefs at great odds with or no base in reality
- Highly disruptive behaviors (hostile, aggressive, violent)
- Fascination with death or violence
- Suicidal thoughts or plans and/or means for suicide
- Threats or acts of violence or plan and/or means to harm self or others

General Signs of Distress

- Disheveled appearance or poor hygiene
- Dramatic or sudden weight loss or gain
- Insomnia or excessive sleeping
- Fatigue, lack of energy or motivation
- Sadness or tearfulness
- Irritability, agitation, or mood swings
- Difficulty concentrating
- Highly distracted or confused
- Impaired speech (incoherent, slurred, rapid, improper use of words)
- Disjointed thoughts
- Withdrawn or isolating behavior
- Bizarre behavior
- Inappropriate expression of anger
- Exaggerated or dramatic behaviors
- Apparent substance abuse (alcohol, cannabis, slurred speech, blood shot eyes)
- Increase in risk-taking behavior
- Talk of harm to self or others
- Inability to function

How do I Make a Referral or Encourage the Person to Seek Help?

If you have concerns about how to approach someone about seeking help, the following guidelines may be helpful:

- Be mindful of your role and appropriate boundaries when helping a person
- Ask to speak with the individual privately in a non-threatening environment
- Express care and concern about them and describe what you are observing in a non-judgmental manner
- Focus on the specific behaviors that you are observing; don't try and diagnose or make interpretations
- Encourage the person's cooperation in seeking and receiving help; don't demand or use force
- Make suggestions for appropriate resources such as support groups or counseling
- Offer to assist with contacting the resource but encourage the person to make the call
- When necessary, someone may accompany the person to a helper or provider

- When escorting someone to receive services, it is important to provide clear and specific information about the situation to the helper or provider

Need Crisis Support?

If you have an emergency, call 911.

If you or your child need someone to talk to during difficult times, make a call or send a text to:

National Suicide Prevention Lifeline: 1-800-273-8225

Crisis Text Line: Text HOME to 741741

TrevorLifeline: 1-866-488-7386

TrevorText: Text Start to 678678

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.

Expulsion 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 Sexual Harassment Complaint Procedures

Administrative Regulation 5145.71

The North Orange County Regional Occupational Program (NOCROP) complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

1. A ROP employee conditioning the provision of a ROP aid, benefit, or service on a student's participation in unwelcome sexual conduct,
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access NOCROP's program or activity,
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

All other sexual harassment complaints shall be investigated and responded to pursuant to AR 1312.3 – Uniform Complaint Procedures. The determination of whether the allegation meet the definition of sexual harassment under Title IX shall be made by the Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to NOCROP's Title IX Coordinator using the contact information listed below and in AR 5145.7 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Assistant Superintendent, Educational Services or designee

385 N. Muller St.

Anaheim, CA 92801

714-502-5877

ucp@nocrop.us

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the ROP. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44) NOCROP shall maintain as confidential any supportive

measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ROP's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. On an emergency basis, NOCROP may remove a student from the ROP's education program or activity, provided the ROP conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a ROP employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the ROP's program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies NOCROP in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by NOCROP, or sufficient circumstances prevent NOCROP from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45) Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45) If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP/AR 1312.3 – Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, NOCROP may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. NOCROP shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

NOCROP may facilitate an informal resolution process provided that NOCROP:

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. NOCROP's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview. If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process.
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence.
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process.

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, NOCROP's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although NOCROP may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate.
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report.
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness.
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30;
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if NOCROP includes hearings as part of the grievance process;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of NOCROP's code of conduct or policies to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions NOCROP imposes on the respondent, and whether remedies designed to restore or preserve equal access to NOCROP's educational program or activity will be provided by the ROP to the complainant.
6. NOCROP's procedures and permissible bases for the complainant and respondent to appeal.

Appeals

Either party may appeal NOCROP's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the ROP shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
4. Issue a written decision describing the result of the appeal and the rationale for the result.
5. Provide the written decision simultaneously to both parties.

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

NOCROP's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, NOCROP shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

NOCROP shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class as permitted by law;
2. Parent/guardian conference;
3. Education of the student regarding the impact of the conduct on others;

Record-keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including NOCROP's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. NOCROP shall make such training materials publicly available on its website.

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>. In the search box, type "North Orange County ROP."

Uniform Complaint Procedures

Board Policy 1312.3

Community Relations

The Governing Board recognizes that the ROP has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. 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.

Complaints Subject to UCP

The ROP shall use the uniform complaint procedures (UCP) to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)

3. After School Education and Safety Programs (Education Code 8482-8484.65)
4. Agricultural career technical programs (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. 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; 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. (5 CCR 4610)

Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. Additionally, discrimination includes, but is not limited to, the Board's adoption or approval of use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library if the use would subject a student to unlawful discrimination pursuant to Education Code 220. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the ROP, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

The UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Education and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee

Any complaint alleging 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 Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The ROP shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and 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 UCP complaint, the ROP shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the ROP's UCP.

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.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following shall not be subject to the ROP's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and or the appropriate law enforcement agency. (5 CCR 4611)

1. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services (5 CCR 4611)
2. Any complaint alleging that a student, while in an education program or activity, was subjected to conduct known to the ROP that may reasonably constitute sex discrimination under Title IX, including sex-based harassment, as defined in 34 CFR 106.2

Discrimination on the basis of sex includes sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions or recovery; and parental, marital, and family status. Such a complaint shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. (34 CFR 106.2, 106.10, 106.11, 106.44)

3. Except for complaints alleging sex discrimination, including sex-based harassment, any complaint alleging employment discrimination or harassment shall be investigated and resolved by the ROP in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.

Employment complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved as specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the ROP is subject, or physical safety concern that interferes

with the ROP's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 – Procedural Safeguards and Complaints For Special Education. (5 CCR 3200-3205)

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 NOCROP Administrator (see below). If unresolved, then file a complaint (see Step 2).

Students from Anaheim, Cypress, Katella, Kennedy and Oxford Academy High Schools in the Anaheim Union High School District.

Marc Trocchio, Administrator, Instructional Programs mtrocchio@nocrop.us 714-502-5850

Students from Cambridge Virtual Academy, Gilbert, Loara, Magnolia, Savanna and Western High Schools in the Anaheim Union High School District

Ligia Hallstrom, Ed.D., Administrator, Instructional Programs lhallstrom@nocrop.us 714-502-5815

Students from schools in the Brea Olinda Unified School District and Placentia-Yorba Linda Unified School District

Thom Metcalf Administrator, Instructional Programs tmetcalf@nocrop.us 714-502-5853

Students from schools in the Fullerton Joint Union High School District and Los Alamitos Unified School District

Russell Harrison Administrator, Instructional Programs rharrison@nocrop.us 714-502-5892

Step 2 – Formal Process

Send a written complaint to the Assistant Superintendent, Educational Services at 385 N. Muller Street, Anaheim, CA 92801 or ucp@nocrop.us. If unresolved, the formal process continues (see Step 3).

Step 3 – Investigation/Decision

NOCROP investigates the complaint. A decision is given to the student within sixty (60) 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 by the Board of Trustees. If unresolved, file an appeal within thirty (30) calendar days of receiving the Board of Trustees' decision (see Step 5).

Step 5 – Appeal to the California Department of Education

Send a written appeal to the California Department of Education within thirty (30) calendar days of receiving the Board of Trustees' decision from Step 4.

Universal Precautions

Board Policy 4119.43, 4219.43, 4319.43

In order to protect all employees from contact with potentially infectious blood or other body fluids, the Governing Board requires that universal precautions be observed throughout the ROP. Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether bloodborne pathogens are known to be present.

The Superintendent or designee shall distribute to employees information provided by the California Department of Education (CDE) regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B. This information shall include, but not be limited to, any appropriate methods employees may use to prevent exposure to AIDS and hepatitis B, including information concerning the availability of a vaccine to prevent contraction of hepatitis B, and that the cost of this vaccination may be covered by the health plan of the employees. Information shall be distributed annually, or more frequently if there is new information supplied by CDE. (Health and Safety Code 120875, 120880)

Employees shall immediately report any exposure incident or first aid incident in accordance with the ROP's exposure control plan for bloodborne pathogens or other safety procedures.

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 the law.

Withholding Student Grades, Credit Information, and Certificates

Board Policy 5125.2

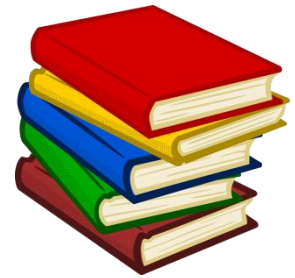
The ROP has the authority to withhold grades, credit information or certificates, or any combination thereof, from any student who is in possession of ROP property.

Work-Based Learning (WBL)

Work-Based Learning is an umbrella term that covers career exploration activities that help students become college and career-ready. In ROP, WBL may take many forms, such as clinicals and externships (required for certain training programs), internships using either Community Classroom (CC), which is unpaid WBL, or Cooperative Vocational Education (CVE) which is paid WBL, as well as guest speakers, field trips, and mock interviews. ROP teachers oversee the various aspects of WBL, according to Title V, Sections 10085 and 10106 of the State Department of Education Regulations.

Regarding student clinicals, externships, and internships, 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 the 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.

BORROWED INSTRUCTIONAL MATERIALS ACKNOWLEDGEMENT AND AGREEMENT



Listed below are instructional materials that have been loaned to:

(Printed Name of Student)

Description	Asset Tag or Serial Number

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; it's 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.



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

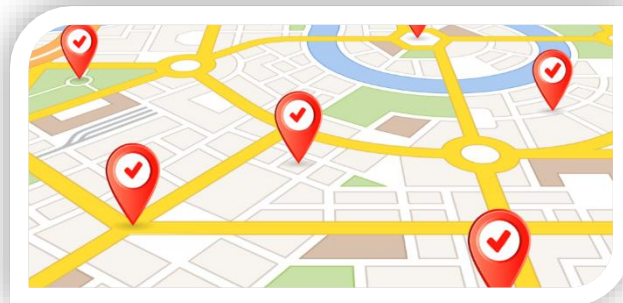
Printed Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

REGIONAL COURSE OFFERING EXPECTATIONS ACKNOWLEDGEMENT AND AGREEMENT

This form is required for students enrolled in an after-school, and summer, regional course offering. Please read, complete, and return this form to the ROP instructor to keep on file for one year.



Printed Student Name:			
Course Title:			
Day(s) of Week	Start Time	Break Time	End Time

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. Please note that 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.

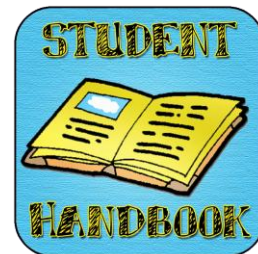
Printed Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

STUDENT HANDBOOK ACKNOWLEDGEMENT AND AGREEMENT

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: _____

STUDENT MEDIA AND PUBLICITY CONSENT AND RELEASE 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, CA 92801
- 2** Career Training Center
1800 W. Ball Road, Anaheim, 92804

High Schools

- 3** Anaheim High School
811 W. Lincoln Ave., Anaheim, CA 92805
- 4** Brea Canyon High School
689 Wildcat Way, Brea, CA 92821
- 5** Brea Olinda High School
789 Wildcat Way, Brea, CA 92821
- 6** Buena Park High School
8833 Academy Dr., Buena Park, CA 90621
- 7** Cypress High School
9801 Valley View St., Cypress, CA 90630
- 8** El Camino Real High School
1351 E. Orangethorpe Ave., Placentia, CA 92870
- 9** El Dorado High School
1651 Valencia Ave., Placentia, CA 92870
- 10** Esperanza High School
1830 Kellogg Dr., Anaheim, CA 92807
- 11** Fullerton High School
201 E. Chapman Ave., Fullerton, CA 92832
- 12** Katella High School
2200 E Wagner Ave, Anaheim, CA 92806
- 13** Kennedy High School
8281 Walker St., La Palma, CA 90623
- 14** La Habra High School
801 Highlander Ave., La Habra, CA 90631
- 15** La Vista/La Sierra High School
951 N. State College Blvd., Fullerton, CA 92831
- 16** Loara High School
1765 W. Cerritos Ave., Anaheim, CA 92804
- 17** Los Alamitos High School
3591 W. Cerritos Ave., Los Alamitos, CA 90720
- 18** Magnolia High School
2450 W. Ball Rd., Anaheim, CA 92804
- 19** Oxford Academy
5172 Orange Ave., Cypress, CA 90630
- 20** Rancho Alamitos High School
301 N. Gilbert St., Anaheim, CA 92801
- 21** Savanna High School
301 N. Gilbert St., Anaheim, CA 92801
- 22** Sonora High School
401 S. Palm St., La Habra, CA 90631
- 23** Sunny Hills High School
1801 Lancer Way, Fullerton, CA 92833
- 24** Troy High School
2200 Dorothy Ln, Fullerton, CA 92831
- 25** Valencia High School
500 Bradford Ave., Placentia, CA 92870
- 26** Western High School
501 S. Western Ave., Anaheim, CA 92804
- 27** Yorba Linda High School
19900 Bastanchury Rd., Yorba Linda, CA 92886

Middle / Junior High Schools

- 28** Brea Junior High
400 N. Brea Blvd., Brea, CA 92821
- 29** Imperial Middle School
1450 Schoolwood Dr, La Habra, CA 90631
- 30** Washington Middle School
716 E La Habra Blvd, La Habra, CA 90631

North Orange County ROP CAREER READY PRACTICES

Apply appropriate
TECHNICAL SKILLS
& academic knowledge



2

Communicate
CLEARLY,
EFFECTIVELY,
and with
REASON



Develop an
EDUCATION
& **CAREER PLAN**
aligned with personal goals



APPLY
TECHNOLOGY

4

TO ENHANCE
PRODUCTIVITY



Utilize
CRITICAL THINKING
to make sense of problems
and persevere in solving them



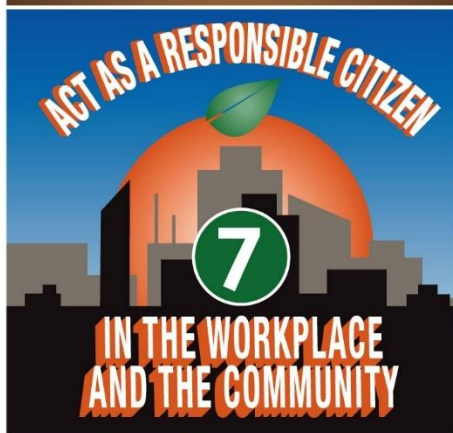
6 PRACTICE PERSONAL
HEALTH
AND UNDERSTAND
FINANCIAL LITERACY



ACT AS A RESPONSIBLE CITIZEN

7

IN THE WORKPLACE
AND THE COMMUNITY



MODEL INTEGRITY,
ETHICAL LEADERSHIP,
& EFFECTIVE MANAGEMENT

8



Work
PRODUCTIVELY
in teams

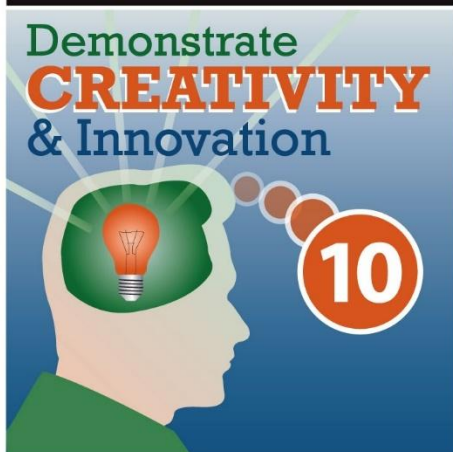


while integrating
CULTURAL AND GLOBAL
Competence



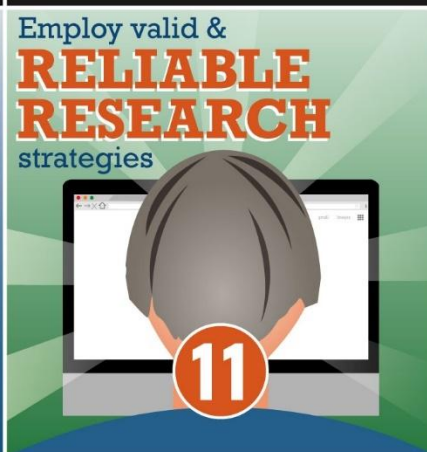
Demonstrate
CREATIVITY
& Innovation

10



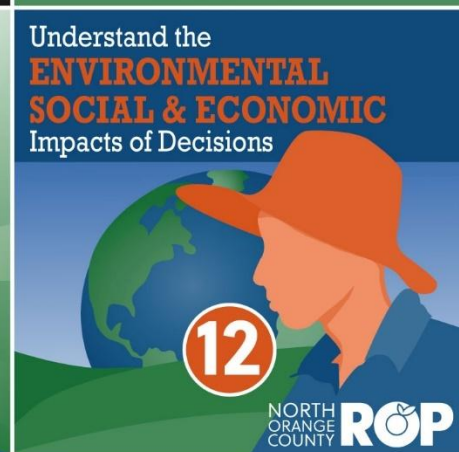
Employ valid &
RELIABLE
RESEARCH
strategies

11



Understand the
ENVIRONMENTAL
SOCIAL & ECONOMIC
Impacts of Decisions

12



NORTH
ORANGE
COUNTY **ROP**