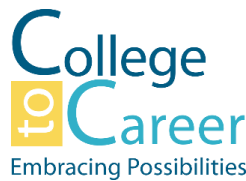




SUPPORT STAFF HANDBOOK



Disability Support Services
9200 Valley View CE 101
Cypress, CA 90630 714.484.7057
email: disabilitysupport@noce.edu
Version 2.0 REV. 8/27/2018

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Provided is the contact information for staff in the Disability Support Services Program:

Disability Support Services Main Office/Appointment Line	(714) 484-7057
DSS Fax Number	(714) 484-7454
Adam Gottdank - DSS Director	(714) 484-7058
April Guajardo - DSS Program Manager.....	(714) 484-7065
Lorri Guy - WAIII and IVES Program Manager.....	(714) 808-4702
Casey Sousa - DSS Counselor (Anaheim).....	(714) 808-4932
Kim Thompson - DSS Counselor (Anaheim).....	(714) 808-4689 option #1
Michelle Patrick-Norng - DSS Counselor (Anaheim).....	(714) 808-4689 option #3
Lloyd Saposnek - DSS Counselor (Anaheim)	(714) 808-4715
Kristina De La Cerda - DSS Counselor (Cypress).....	(714) 484-7059
Rosie Navarro - DSS Counselor (Wilshire).....	(714) 992-9549
DJ Smith - Student Support Specialist.....	(714) 808-4581
Marta Gamez - Student Support Specialist.....	(714) 808-4576
Mary Faro - Student Support Specialist.....	(714) 484-7115
Danielle Barbaro - Alternate Media Specialist	(714) 714-7057 ext. 48874
Joel Baca - Campus Coordinator, Anaheim.....	(714) 808-4580
Debi Smith - Campus Coordinator, Cypress.....	(714) 484-7063
TBD - Campus Coordinator, Wilshire	(714) 992-9541

Campus Safety:

Anaheim- 714-808-4911

Cypress- 714-484-7387

Wilshire- 714-992-7777

Most faculty/staff NOCE email addresses are the first letter of their first name followed by their full last name @noce.edu

For example, flastname@noce.edu

WELCOME!

Welcome to the Disability Support Services (DSS) team! We are happy to have you work alongside us as we strive to help students attain their educational, vocational, and personal goals. DSS proudly offers options to students who have disabilities. These options include: classes to strengthen and develop independent living skills, services to help students in NOCE noncredit offerings, and programs to help students navigate public transportation and obtain employment.

Our instructors, counselors, and staff are committed to empowering students to develop and attain their individual goals. We embrace our role of providing effective services necessary for students to achieve the highest level of independence possible. We celebrate with our students not only when they *achieve* their goals, but also when they demonstrate measured *progress* toward such goals. This is the true definition of student success!

This handbook was created to familiarize you, North Orange Continuing Education (NOCE) DSS support staff, with required practices and procedures of our program, school, and district. Please read through this in its entirety and become familiar with the provisions that have been established in accord with your employment with us. Additionally, this handbook is meant to articulate the role and responsibilities of our C2C/IVES Educational Coaches and to provide you with the policies and procedures to help you serve your students effectively. It is the responsibility of each staff member to be familiar with and to follow all department and NOCCCD Board policies.

Sincerely,

Adam Gottdank, Ph. D.
Director, Disability Support Services

Mission of the North Orange Continuing Education (NOCE)

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision of the North Orange Continuing Education

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

Mission of Disability Support Services

DSS is committed to providing access to the educational offerings of NOCE, facilitating the provision of accommodations and services necessary for successful student participation in programs. This commitment is based on the premise that adults with disabilities have the need for, and the right to, continuing learning opportunities and will benefit from this instruction. Instruction is designed to assist students in achieving their independent living, employment, and higher education goals.

Campus Locations

Anaheim Campus

1830 W. Romneya Drive
Anaheim, CA 92801

Cypress Continuing Education Center

9200 Valley View Street
Cypress, CA 90630

Wilshire Continuing Education Center

315 E. Wilshire Avenue
Fullerton, CA 92832

Students participating in IVES, C2C, and/or the Workability III program may also receive support services if attending Cypress College or Fullerton College.

Relevant Laws at a Glance

Family Educational Rights and Privacy Act of 1965 (FERPA):

The Act was amended in 1992, 1994, and again in 2008. According to its sponsors, “the purpose of the act is two-fold to assure [students and the] parents of students...access to their education records, and to protect such an individuals’ rights to privacy by limiting the transferability of their records without their consent.” The Act applies to any educational agency or institution which is the recipient of federal funds. Parents lose their FERPA rights when their child turns 18 or starts attending a postsecondary institution, whichever comes first.

Section 504, Rehabilitation Act of 1973 (also known as the “Access Law”):

Provides program and physical access for students with disabilities. State that: “No otherwise qualified individual with a disability in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance....”

When providing aid, benefit or service, public entities must provide opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to others.

The Office for Civil Rights of the Department of Education defines “effective communications” as “timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability.” Mechanism for enforcement of this law is the withholding of federal funds.

Americans with Disabilities Act (ADA) 1990

Americans with Disabilities and Amendments Act (ADAAA) 2008

Extends the framework of civil rights laws and of Section 504. Mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined.

Title I – Employment: Prohibits employers of 15 or more to discriminate against a qualified applicant or employee with a disability and also prohibits retaliation against any individual who has opposed any act or practice made unlawful by the ADA.

Title II – Public Services and Transportation: Prohibits state and local governments from discriminating against people with disabilities in their programs and activities. Includes entities receiving state or federal funding such as community colleges in anti-discrimination clauses. New public buses, new train cars in commuter, subway, intercity, and light rail systems as well as new stations and facilities must be accessible.

Title III – Public Accommodations: Prohibits privately operated public accommodations from denying goods, programs and services to people based on their disabilities. Businesses must accommodate

patrons with disabilities by making reasonable modifications to policies and practices, providing auxiliary aids and improving physical accessibility.

Title IV – Telecommunications: Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

Title V – Miscellaneous Provisions: Specifics for enforcement of the act and provisions for attorney's fees.

DSS Classes

DSS classes are college-like classes funded through the North Orange County Community College (the College District's Budget with resources from the State of California). These classes are designed as an accommodation for students with ID (Intellectual Disabilities) and other disabilities with similar needs (students with DD in the milder range).

The classes are geared for students to be as independent as possible in classes at a 1:24 ratio. Students are not supervised during breaks or lunches. The classes are scheduled similar to typical college classes, for example Monday/Wednesday 9:00 - 11:30 or Tuesday/Thursday 12:00 - 2:30. Students are strongly encouraged to only be on campus when they have a lawful purpose. They are free to have lunch in the community, if their schedule permits.

Students meet with a DSS Counselor to select 1-3 classes that meet their educational, vocational and/or personal goals. The students are the decision makers. Parents are welcome to join the counseling meetings if the student invites them to join. It is the student's choice if they enroll in classes.

Full-time status in the college district is 12-15 units or hours. Three DSS classes amount to 15 hours per week and will make the student a full-time student. The student is responsible for their communication with the instructor (and their parents). Parents are strongly discouraged from contacting instructors directly. If a parent wants an update on how their loved one is doing, encourage the parent to have their child (our student) call to request a meeting with a DSS Counselor, and then the student can invite the parent to the meeting. FERPA (see above in law section) prohibits faculty and staff to share confidential information with parents or others. If there is a concern or challenge in class or on campus, it is necessary to get the student's permission to involve their parents or support people. If a student does not grant permission, we cannot contact them (in most circumstances).

We encourage students and parents to build strong, adult to adult relationships. We have realized higher student success outcomes when we work collaboratively with students and their parents. We also appreciate that parents are learning a new role and need guidance, patience and understanding while they make this transition.

STUDENTS are in the Driver Seat!

Promoting **independence** at school, work, and in the community is the ultimate goal of our program. Students become more independent and increase their skills when they are put in a position of being responsible for themselves. We see tremendous growth and maturity in our students!

Although these classes are not a vendored program through regional center, we welcome regional center staff to tour our classes, and we greatly appreciate our strong collaborative relationships with service coordinators in our efforts to better to best serve the students in our DSS classes.

A Guide to Disability Etiquette

1. **Ask the student.** While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.
2. **Ask before doing.** Don't assume people with disabilities need your help. Ask if you can be of assistance.
3. **Be aware of your language.** Using terms such as "student with disabilities" rather than "disabled students" puts the emphasis on the person rather than their disability.
4. **Relax.** Don't be afraid to approach a person with a disability. Don't worry about using words like "walk" with a person using a wheelchair. As with anyone else, treat them as you would like to be treated – with the same respect and consideration that you have for everyone else.
5. **Speak directly to the student.** Don't consider a companion to be a conversation go-between. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.
6. **Give your full attention.** Be considerate of the extra time it might take for a person with a disability to get things said or done. Don't talk for the person who has difficulty speaking, but give help when needed. Keep your manner encouraging rather than correcting.
7. **Speak slowly and distinctly.** When talking to a person who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand in front of the person and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.
8. **Appreciate abilities.** Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can't, you will help build confidence.

Instructional Assistant/Campus Coordinator

All full-time instructional assistants of the North Orange County Community College District (NOCCCD), are required to inform the DSS Office of their start and end time within their scheduled week. If their schedule must be modified (Dr. Appt., PN, etc.) a Request for Leave form must be

completed and submitted to the DSS Office for approval. The main responsibilities of an instructional assistant are to provide support to students, faculty and the DSS program.

ASSISTING STUDENTS

- Listen and problem-solve (especially before and after class)
- Liaison with DSS Counselor (keeping faculty in the loop, as appropriate)
- Provide one-to-one or small group assistance in the classroom

ASSISTING FACULTY

Instructional Assistants assist faculty, as needed, in the following areas:

- Course material preparation
- Schedule/coordinate field trips (including van usage)
- Petty cash reimbursements
- OCTA Reduced Fare ID Cards
- Print Student Education Contracts, as directed by faculty (and help obtain signatures)
- Assist in classroom, as needed
- Order necessary materials and supplies
- Remind faculty to complete end of trimester reporting (progress indicators and student progress)

Note: Faculty can find a tutorial in My Gateway on these procedures

STUDENT REGISTRATION

Instructional Assistants are responsible for registering all students in their class and/or on their campus. A Student Data Form is to be completed for each student, placed in alpha order and sent to the DSS Office. Students who do not show up for the first day of class should be contacted and encouraged to come to the next class session. If a student is not going to attend the class, the Instructional Assistant should connect with the DSS Counselor and then begin contacting students on the waitlist.

iTENDANCE REPORTS

Instructional Assistants are responsible for monitoring attendance of classes using iTendance Reports.

- Students may need to be reminded to email or call in their absences
- Follow up with faculty if they have not completed attendance
- Notify counselors and DSS Director and Program Manager of classes that have low attendance
- Inform DSS Director and Program Manager if attendance remains low

SGADISA

Instructional Assistants are responsible for completing SGADISA in Banner for all students every term. Below are the steps to SGADISA a student:

- Login into Banner and enter SGADISA in the “Go to Field”
- Once on the SGADISA page follow the instruction below:
 - Enter:
 - Banner ID #
 - Term #
 - Next block (Shortcut: Ctrl + PgDn)
 - Enter:
 - Disability code (you can find this on the data sheet)
 - Click Primary (only click for one code)
 - Save or (Shortcut: F10)
- Note: You can have 2 Disability Codes but the most prominent one will be as your primary code. You will find this information in ClockWork.
 - Next block (Shortcut: Ctrl + PgDn)
 - Enter:
 - Service Type ("3DSS" for DSS classes; "G" for offsite classes)
 - Contacts (Enter "1")
 - Save or (Shortcut: F10)

ORACLE

File Edit Options Block Item Record Query Tools Help

Student Disability Services SGADISA 8.5 [C3SC:8.13.0.2] (PROD)

ID: Term:

Student Disabilities					
Disability Code	Description	Medical Code	Service Code	Primary	Activity Date
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<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
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Disability Services										
Service Type	Status Code	Provided Code	Provider Code	Exemption Code	Result	Originator	Campus	Contacts	Service Begin Date	Service End Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Person ID; press LIST for name/ID search.

Record: 1/1 | ... | <OSC>

Temporary Employment Agreements (TEA) Professional Experts (PE)

All hourly employees of the North Orange County Community College District (NOCCCD), including Educational Coaches, Job Coaches, Mobility Trainers, and Project Coordinators are required to sign a TEA/PE for each time period to be worked. No hourly employee of the NOCCCD can work for more than 38.5 weeks in any fiscal year (July 1 – June 30). Additionally, TEAs/PEs may not work more than 26 hours in a week. The agreement signed will include both a start date and an end date. The weeks of employment contained in the TEA/PE agreement will count toward the 38.5 week maximum. TEA's/PE's are responsible for monitoring their hours to ensure that the 26 hour weekly limitation is not exceeded. You will receive a copy of each agreement signed to keep for your records. This will allow you to monitor the dates you are permitted to work. **Exceeding either the 38.5 week or the 26 hour per week limitations are causes for termination.**

Timecards and Log Sheets

The pay period begins on the 16th of each month and ends the 15th of the next month. Time cards must be completed with all required information (name, Banner ID, rate of pay, etc.) and submitted along with Log Sheets (student name, class title, start/end times, etc.) no later than the **17th of each month**. Timecards must be completed on the electronic form provided by the DSS office. The timecard must be completed, printed, and signed. NOCE computers may be used to complete the timecard. Time cards received by the DSS office after the 17th of the month may result in a delay of payment. Log Sheets are to be filled out legibly at the time the service is provided and submitted along with the time card.

Request for Time Off

Employees who will be missing an assignment due to illness or personal necessity must email absence@NOCE.edu to inform the DSS office. Educational Coaches must provide the name of the assigned student, the time of the class/activity/meeting and where the class/activity/meeting is located on the email notification.

To request time off in advance, employee must complete a DSS Request for Leave form which can be obtained in the DSS office. The request should be made sufficiently in advance of the date of absence so that arrangements can be made for coverage of employee assignments. If DSS is not able to find a suitable substitute, the request may be denied.

It is the goal of DSS to support our students by providing consistent and reliable support services. Although cancellation of support services may be unavoidable at times, such cancellations and absences have a detrimental impact upon student learning and progress. Excessive absences or cancellations, whether planned or not, may result in a reduction of assignments or termination of employment.

Sick Leave

Effective July 1, 2015 all employees not currently represented by a collective bargaining agreement will now be entitled to accrue paid sick leave. This means that employees who previously did not earn sick leave, such as short-term hourly employees, student hourlies, and professional experts will earn sick leave and be allowed to use it as described below.

Employees will accrue one (1) hour of paid sick leave for every thirty (30) hours worked. This sick leave will carry over from year to year but is limited to a maximum balance of forty-eight (48) hours. Employees are eligible to use this leave once it has been accrued, however, it must be used in whole hour increments. When separating from the District, employees will not be provided compensation for any accrued, unused paid sick leave hours. Employees will be able to see their balance on MyGateway.

Upon oral or written request, the District shall permit an employee to use paid sick leave for the following purposes: 1. For the diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member. "Family member" means any of the following: (1) a child, which for purposes of this article means a biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis. This definition of a child is applicable regardless of age or dependency status; (2) a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; (3) a spouse; (4) a registered domestic partner; (5) a grandparent; (6) a grandchild; (7) a sibling. For an employee who is a victim of domestic violence, sexual assault, or stalking, the purposes described in subdivision (c) of Section 230 and subdivision (a) of Section 230.1.

If the need for sick leave is foreseeable, employees shall notify the Immediate Management Supervisor not less than two (2) working days in advance of the day and time of the appointment. If the need for paid sick leave is unforeseeable, employees shall contact the Immediate Management Supervisor's office as soon as possible, but not later than the scheduled time the employee would be required to report for duty.

Sick leave usage is to be noted on the form available on MyGateway [District Forms/HR Folder/Payroll Information Folder/Absence Report (Non-bargaining TEA's & PE's)] and must be submitted to payroll with the employee's timesheet. If an employee does not have enough sick leave to cover an entire absence, they will only receive compensation for the portion that they have accrued sick leave available. Employees can view their sick leave balance on MyGateway (Employee Tab/Employment Details Channel/Leave Details). Leave balances will be updated after each payroll period.

If you have any questions, please feel free to contact the Payroll Department at (714) 808-4754

Student Interaction Guidelines

- Act professionally around students at all times. You may NOT transport students in your vehicle before, during or after class/work, etc. Students must provide their own transportation.
- A professional boundary must be set between you and the student/s in and outside of the classroom. Before and after class time, lunches and all breaks should NOT be spent with student/s. A student's time on campus is encouraged to be spent interacting and socializing among their peers.
- Do not borrow from or loan money or personal items to students. We are trying to teach students to be independent and responsible, and they may have to face consequences from time to time.
- Do not use computer or other classroom equipment for personal use during any scheduled assignment.
- Do not exchange personal information with students (for example phone numbers, email addresses or through Social Media).
- Student photos are not to be used/posted on any social media website
- Cell phones need to be silenced during any scheduled assignment (no texting or talking on the phone during any scheduled assignment).
- Encourage students to shake hands with you rather than hug.
- Never lift a student from a wheelchair.

Expectations in the Classroom

- Arrive on time.
- Must remain and support Instructor for entire scheduled class time, including during students break and through the remainder of scheduled shift after students are released.
- Provide Instructor/Student support for the entire assigned time: whether its lecture, independent work time, group activities or role playing, be sure to monitor students and walk around to help students as needed
- Modeling appropriate behavior during instruction time, not carrying on personal conversations with the students or interrupting lectures with random shout outs.
- Follow Confidentiality Policy in not discussing students personal and private matters outside the class, school, and/or district.
- Be aware and alert of any issues students may be having and inform the instructor.
- Be aware that different students are going to need different types of support; be willing to adapt and change to meet the student's needs.
- Inform DSS Office when requesting to leave early for personal necessity, sickness etc.

Evaluations

An evaluation form will be sent to DSS Instructors up to three times each academic year to assess work performance in each of the following areas:

- Punctuality
- Attendance
- Support provided to Instructors/Students for entire duration of each assignment
- Student interaction guidelines

Dress Code

Educational/Job Coaches are expected to wear appropriate and professional attire when performing an assignment. Educational/Job Coaches are part of the DSS team and represent the Department when on assignment. Appearance and behavior reflects on the Department, School, and the community. Use professional judgment at all times. You are a role model for students.

Professional appearance includes the following:

- Pants/slacks/jeans that are clean
- Skirts that are of appropriate length
- Clean, trimmed nails

Examples of non-acceptable attire/appearance:

- Apparel that disrupts the learning environment
- Skirts that are inappropriately short or with high slits
- Revealing shirts/blouses
- Sweatshirts or sweatpants
- Ragged/worn/torn jeans
- Excessive jewelry that detracts from the learning environment
- Unprofessional footwear such as flip flops
- Shirts, hats, and other apparel with graphics, logos, and/or slogans displaying or promoting violence, sex, drugs and alcohol, obscenity, hate, sexism, etc.

DSS values our Educational/Job Coaches. Adhering to the professional standards above will ensure the integrity of our instructional environment and will enhance student learning. Please be aware that failure to follow these guidelines may result in disciplinary action up to and including termination. Questions regarding professional attire or these guidelines should be directed to the DSS Director.

Confidentiality

Educational/Job Coaches are expected to adhere to DSS standards regarding confidential communication. Educational/Job Coaches are not to share confidential information with other coaches, faculty members, staff members, students or members of the public. If an Educational/Job Coach has a concern regarding safety and/or well-being of a student, staff or others, that concern should be brought immediately and privately to the DSS Director, appropriate faculty member, or the DSS Counselor.

Emergency Procedures

If an accident or emergency situation should occur on campus and the Instructional Assistant, Classroom Assistant, Note Taker, Interpreter or Educational/Job Coach are the only one present, immediately call 911 if medical treatment or police support is deemed necessary. Next, contact Campus Security and inform them of the situation. Campus Safety will report to the scene and complete an Accident Report; should Campus Safety not be available, you should complete the Accident Report and submit it to Adam Gottdank (DSS Director) or April Fante (DSS Program Manager). The DSS Office will inform Tami Oh (Risk Management) as soon as possible. Lastly, be sure to complete a DSS Student Incident Report (SIR) and email to Adam Gottdank, April Fante, and the DSS Counselors. *NOTE: If the accident/situation occurred during class, the class instructor is responsible for contacting emergency services and Campus Safety.*

Campus Safety:

Anaheim- 714-808-4911 Cypress- 714-484-7387 Wilshire- 714-992-7777

DSS Director, *Adam Gottdank* - agottdank@NOCE.edu, 714-484-7058

DSS Program Manager, *April Fante* - afante@NOCE.edu 714-484-7065

Risk Management, *Tami Oh* - toh@NOCE.edu

DSS Counselors, dsscounselors@NOCE.edu

SEIZURES

- Immediately begin timing the seizure.
- If seizure lasts more than five minutes, call 911.
- **NEVER PUT ANYTHING IN STUDENT'S MOUTH!**
- Remain calm, seizures often look much worse than they are.
- Never restrain the student.
- Help student to floor, put jacket under head.
- Notify office immediately. Call student emergency phone numbers and send student home.
- Fill out a Student Incident Report (SIR).

STUDENT INCIDENT REPORTS (SIR)

A student incident report should be filled out each time one of your students experiences a significant incident at school or at the worksite. The SIR form can be found via MyGateway, or you may request an electronic or hard copy from the campus coordinator or DSS office staff. Instructors, Instructional Assistants, and other DSS staff often complete the SIR and email it to DSS Counselors for review. Incidents could occur on campus or at a worksite. Examples include:

IF A STUDENT:

- becomes ill and needs to go home
- has a seizure

- has a serious behavioral episode
- is defiant to an instructor or supervisor
- walks out of class or work
- fights with another student or coworker

MANDATED REPORTING

YOU ARE A MANDATED REPORTER!

- This means that by law you are required to report any abuse, exploitation, or neglect of our students to:
- *Regional Center (800) 461-9880 (Anonymous Reporting)*
- *Protective Services (800)-451-5155 (24-hour hotline)*
- <http://www.cdss.ca.gov/agedblinddisabled/PG1298.htm> This is the Adult Protective Services website; once on this site, scroll down and find the PDF version of the form called [Report of Suspected Dependent Adult/Elder Abuse, SOC 341](#).
- Immediately notify the DSS office that a report was filed; contact the main line at 714-484-7057 if you need assistance locating the correct forms or filing the report through Adult Protective Services. A DSS Counselor or staff member can assist you in making the report.
- YOUR FIRST PRIORITY IS OUR STUDENT'S SAFETY!

Community Safety Guideline for Staff and Students

COMMUNITY SAFETY

- Carry purse close to your body
- Never carry a wallet in your back pocket
- Sit near the driver, if possible
- Be alert to people and surroundings
- Wear clothes that give you freedom of movement
- Walk with confidence and avoid speaking with strangers
- Don't hesitate to contact the police if you or student feels threatened

BASIC BUS RULES

- All radios, CD players, iPods and cell phones must be used with headphones
- No smoking, or eating on the bus. Electronic smoking devices, such as electronic cigarettes, are prohibited on any OCTA bus
- Please keep front seats available for disabled people and senior citizens
- Drinks must be in a spill proof or covered container
- Distributing any written materials, solicitation, or other advertisements is not allowed
- Bus schedules can change. Watch for brightly colored riders' alerts in schedule racks on buses

SUSPICIOUS ACTIVITY

Familiarize yourself with the following signs of suspicious activity and report to the proper authorities and never take things into your own hands. Below are what to be aware of when traveling in the community and on city buses.

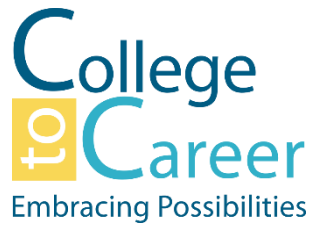
- Loitering, staring or watching employees and passengers
- Pacing, nervous or jumpy
- Abandoning items and quickly departing
- Acting in a disorderly manner or disturbing others
- Photographing equipment or secure areas
- Carrying a weapon or appearing to have a weapon
- Wearing clothing that is extremely inappropriate for the weather, such as a heavy coat on a hot day

NUMBERS FOR SECURITY CONTACT

- Emergencies – Police Department: 911
- Non-emergencies – Sheriff's Dispatch: 714-647-7000

OCTA REPORTING

- Reporting a OCTA Driver
 - ✓ Obtain the following information and contact OCTA
 - ✓ Bus Route, Bus Number, Bus time schedule and OCTA Driver # on Drivers arm patch
 - ✓ OCTA: 714-560-OCTA (6282)
- Reporting bus graffiti
 - ✓ Alert the coach operator, only when the bus has come to a stop
 - ✓ Call toll free at 877-99-NO TAG / 877-996-6824



College to Career Program Services

The College to Career Program is designed to improve employment outcomes for individuals with intellectual disabilities. Through inclusion in postsecondary education, persons with intellectual disabilities can expand the range of jobs available to them. Each year, 20 new students are accepted into the C2C program through an application and interview process.

Educational and vocational supports offered through C2C can include:

- Assistance with coursework
- Access to adaptive technology
- Support in study skills
- Notetaking strategies
- Organizational techniques
- Employment readiness preparation
- Job placement assistance

Educational Coaches

The following is a guide for common activities and supports that an Educational/Job Coach may perform. Please note this is not an all-inclusive list. Common supports and activities include:

- Providing in-class assistance or worksite support to one or more students enrolled in NOCE classes or employed
- Working directly with students one-on-one or in small groups in the College to Career lab on homework assignments, studying for tests, organizing course materials, monitoring course progress, writing papers, learning how to highlight and look for important information in texts, creating resumes and other vocational development tasks, etc.
- Meeting with students in computer labs or outside of class/lab hours on campus as needed to achieve goals

OBSERVATION SHEET

For any class that Educational Coaches attend with a student, an Observation Sheet is to be submitted within 24 hours of the class. Educational Coaches will be provided with more information regarding observations sheets and the submission process. Language in the observational sheets should be professional and strictly observational, refraining from using judgement or implications. The observation sheets will be emailed to c2c@NOCE.edu.

STUDENT NO SHOW AND TARDINESS

Educational Coaches are required to wait for a minimum of ten (10) minutes for each hour of assigned class/activity time for students to arrive. If a class/activity is scheduled for one hour, a ten-minute wait time is required. For a two-hour class/activity, twenty minutes of wait time is required. For a three-hour class, thirty minutes of wait time. If the instructor or student does not show up during the allotted wait time, the Educational Coach will be compensated for one (1) hour of assignment regardless of the scheduled duration of the class/activity. Educational Coaches are to report all such NO SHOWS to the DSS office immediately.

If a student contacts an Educational Coach to inform of an absence, the Educational Coach is required to inform the DSS office and remind the student to also do so. If a student does not attend a class, the Educational Coach is to note the absence on the Log Sheet as a NO SHOW. If the student leaves class/activity before the scheduled end time, the Educational Coach must note the time of departure and report this to the DSS office.

Educational Coaches Pay

Educational Coaches are compensated for all authorized services provided. Please note:

- If a student provides a 24-hour notice of absence, the Educational Coach will be notified and will not be paid for the scheduled class time.
- If a student provides less than 24-hour notice of absence, including NO SHOWS, the Educational Coach may be reassigned. If another assignment is not available, the Educational Coach will receive one hour of pay at the regular rate.

When working with a student in a class, at a worksite or during another activity that lasts six hours or more, one thirty-minute meal break is required. This **unpaid** break must be noted on the timecard.

Tips for Educational/Job Coaches

- Encourage student self-advocacy
- Assist students with identifying natural supports on campus or at the worksite
 - For example, teach and encourage students to ask a peer in the class for missed homework or raise their hand/speak to the instructor for classroom questions; guide, redirect, and encourage students to speak with a coworker or supervisor about questions/concerns related to their job
- Ensure students to perform tasks for themselves, offering support and guidance as needed
 - The objective is to teach skills and offer support to students in order for the Educational/Job Coach to slowly fade out and be needed for less assistance. Attempt to blend into the class/campus or worksite as much as possible

- Put cell phones away during class/at the worksite and follow classroom/worksite guidelines and regulations. You need to role model good work behaviors.
- Reach out to student if they appear to be “stuck” in class or while on the job
 - The goal is to teach students to ask for help when needed, but this is something that may need to be learned
- Remind students what to bring to class or work if needed; assistance and tips to help them stay organized will likely relate to their educational/vocational goal
 - The goal is for students to be prepared and stay organized; encourage them to utilize a planner or calendar of some sort; they may also need assistance keeping their classwork or work schedule/work belongings organized
- (Ed. Coaches) Work with students to ensure they have written down their homework assignments or have a copy of the assignment; (Job Coaches) Help students know their weekly work schedule
- (Job Coaches) Help student initiate greeting co-workers when they start their shift. Prompt them to say hello and then work on engaging in workplace-appropriate conversation (not too much, of course).
- Ensure students understand their assignments and deadlines before leaving class or work
- Some students may need assistance with breaking down workload into manageable sections, setting designated breaks, and/or they may need to take additional breaks
- Use person-first language
 - A person is not their disability, i.e. it is appropriate to say a person with autism not an autistic person
- Attempt to speak directly with the student versus going through parents whenever possible; encourage direct communication with the student in a positive, supportive manner
- If a student is struggling in a class or at work, please inform staff in order to address such struggles as a team
- If an Educational/Job Coach has concerns, do not hesitate to reach out to DSS staff; we encourage you to ask questions as they arise



Support Staff Handbook

Student Interaction Guidelines

- Act professionally around students at all times. You may **NOT** transport students in your vehicle before, during or after class/work, etc. Students must provide their own transportation.
- A professional boundary must be set between you and the student/s in and outside of the classroom. Before and after class time, lunches and all breaks should **NOT** be spent with student/s. A student's time on campus is encouraged to be spent interacting and socializing among their peers.
- Do not borrow from or loan money or personal items to students. We are trying to teach students to be independent and responsible, and they may have to face consequences from time to time.
- Do not use computer or other classroom equipment for personal use during any scheduled assignment.
- Do not exchange personal information with students (for example phone numbers, email addresses or through Social Media).
- Student photos are not to be used/posted on any social media website
- Cell phones need to be silenced during any scheduled assignment (no texting or talking on the phone during any scheduled assignment).
- Encourage students to shake hands with you rather than hug.
- Never lift a student from a wheelchair.

Expectations in the Classroom

- Arrive on time.
- Must remain and support Instructor for entire scheduled class time, including during students break and through the remainder of scheduled shift after students are released.
- Provide Instructor/Student support for the entire assigned time: whether its lecture, independent work time, group activities or role playing, be sure to monitor students and walk around to help students as needed
- Modeling appropriate behavior during instruction time, not carrying on personal conversations with the students or interrupting lectures with random shout outs.
- Follow Confidentiality Policy in not discussing students personal and private matters outside the class, school, and/or district.
- Be aware and alert of any issues students may be having and inform the instructor.
- Be aware that different students are going to need different types of support; be willing to adapt and change to meet the student's needs.
- Inform DSS Office when requesting to leave early for personal necessity, sickness etc.

Evaluations

An evaluation form will be sent to DSS Instructors up to three times each academic year to assess work performance in each of the following areas:

- Punctuality
- Attendance
- Support provided to Instructors/Students for entire duration of each assignment
- Student interaction guidelines

Support Staff Handbook

I have read, understand, and agree to adhere to the expectations outlined in the Support Staff Handbook. I understand that failure to comply can result in being removed from an assignment.

Print name: _____

Signature: _____ Date: _____