

# **Garden Grove Adult Education Teacher's Handbook 2023-2024**



**Lincoln Education Center  
11262 Garden Grove Blvd.  
714-663-6291  
Hours: 7:30 a.m. - 4:30 p.m. (M-F)**

## The Mission of the Garden Grove Adult Education Program

The mission of Garden Grove Unified School District's Adult Education Program is to provide its diverse community with life-long educational opportunities, including the academic, vocational, and digital skills needed to fulfill personal, academic, and career goals.

### **STUDENT LEARNING OUTCOMES - GGAE Students L E A D**

#### **Lifelong Learners**

- Students will demonstrate Lifelong Learning by:
  - Setting and achieving career, educational, and personal goals
  - Growing through self-direction, motivation, and discipline

#### **Effective Communicators**

- Students will Communicate Effectively by:
  - Demonstrating effective speaking, listening, reading, and writing across disciplines
  - Exhibiting articulate, effective, and persuasive communication to diverse audiences

#### **Analytical Thinkers**

- Students will demonstrate the skills of Critical Thinking by:
  - Analyzing and applying new information to real life situations
  - Acquiring and demonstrating active problem-solving skills

#### **Digital Navigators**

- Students will demonstrate digital skills by:
  - Navigating online systems to acquire and communicate Information
  - Using digital tools to broaden their perspectives, enrich their learning, and work effectively as global collaborators

# The Garden Grove Way

## OUR MISSION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

## OUR VISION

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

### GOAL 1:



#### ACADEMIC SKILLS

#### SUBGOALS

Goal 1A: Academic Content  
Goal 1B: Academic English  
Goal 1C: Scholarly Habits



### GOAL 2:



#### PERSONAL SKILLS

Goal 2A: Motivation  
Goal 2B: Socioemotional Well-being  
Goal 2C: Climate & Culture



### GOAL 3:



#### LIFELONG SUCCESS

Goal 3A: College & Career Readiness  
Goal 3B: College & Career Success

## **GARDEN GROVE ADULT EDUCATION 2023-2024**

### **Board of Education**

**Walter Muneton, President - Trustee Area 3**

**Teri Rocco, Vice President - Trustee Area 1**

**Lan Quoc Nguyen, Trustee Area 2**

**Bob Harden, Trustee Area 4**

**Dina L. Nguyen, Trustee Area 5**

### **District Administration**

**Gabriela Mafi Ed. D., Superintendent**

**Stephanie Heflin Ed. D., Assistant Superintendent**

### **Adult Education Administrative Staff**

M'Liss Patterson, Adult Ed. Director...

Lincoln Education Center

### **Teacher on Special Assignment**

Raymond (Ray) Hernandez, TOSA...

Lincoln Education Center

Cathleen Petersen, TOSA...

Lincoln Education Center

### **Counselor**

Theresa Trieu...

Lincoln Education Center

### **Community Liaisons**

Vy Hoang, Vietnamese Language Community Liaison...

Lincoln Education Center

TBD Spanish Language Community Liaison...

Lincoln Education Center

### **Front Office Clerical**

Inez Cardona, Secretary III...

Lincoln Education Center

Nick Hosseini, Specialist I...

Lincoln Education Center

### **Front Desk Clerical**

Cathy Trujillo, Clerk I...(evening)...

Lincoln Education Center

Joanne Galvin, Clerk I...

Lincoln Education Center

### **Testing Clerical**

Jennie Tran, Clerk I...

Lincoln Education Center

Tung Nguyen, Clerk I...

Lincoln Education Center

Hang Pham, Clerk I (PM)...

Lincoln Education Center

***Teacher Resources:***

**Faculty Need**

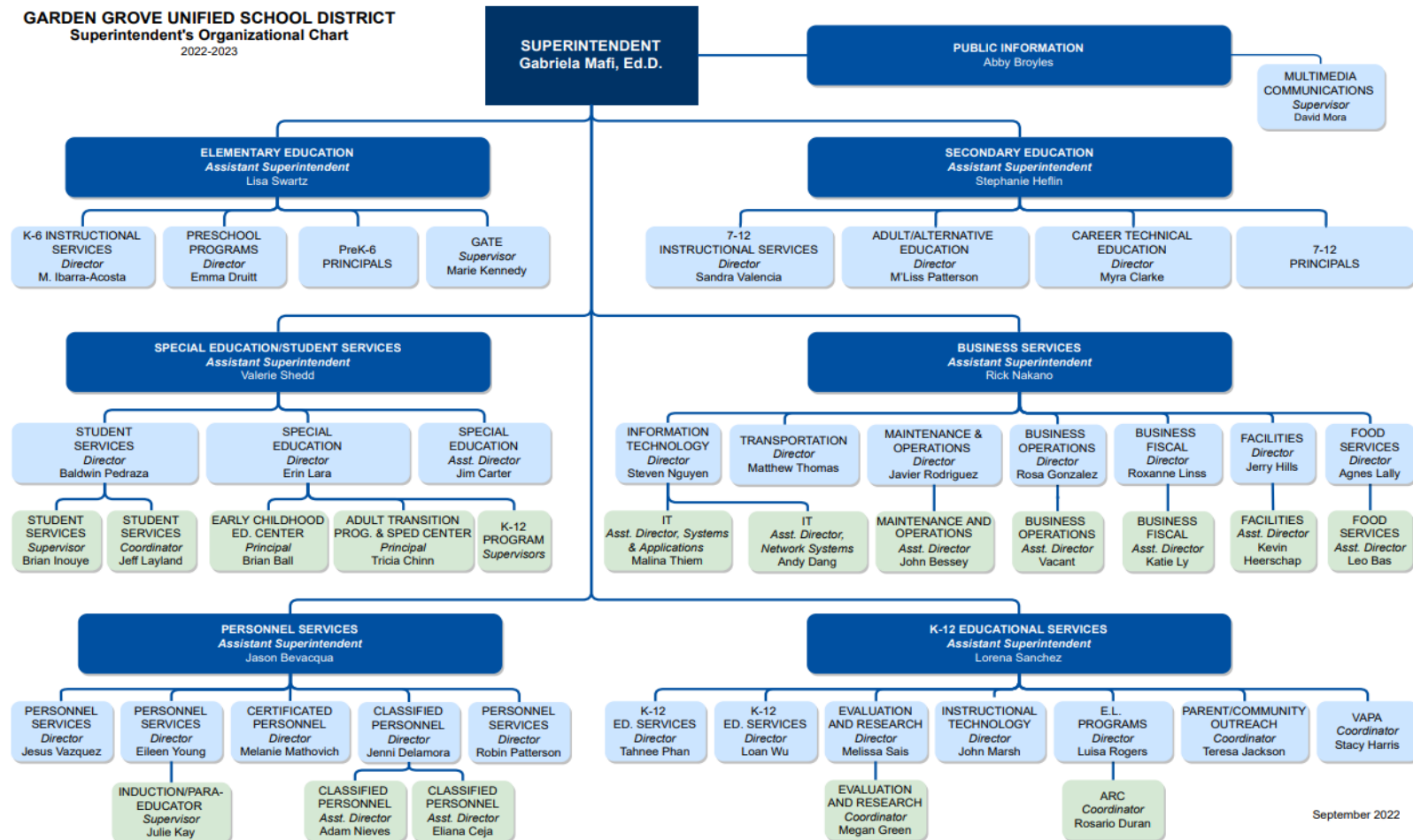
SUBSTITUTES...  
(x-89091 or 714-663-6305)  
KEYS...  
PAYROLL...  
ATTENDANCE...  
PURCHASING...  
TEXTBOOKS...  
REPORTS/DATA...  
TECHNOLOGY...  
email helpdesk@ggusd.us)  
CUSTODIAL/FACILITIES...

**Contact Person**

Inez Cardona-Alvarez  
  
Inez Cardona-Alvarez  
Inez Cardona-Alvarez  
Nick Hosseini  
Inez Cardona Alvarez  
TBD  
Jennie Tran  
Eduardo Landaveri  
  
Robert Hoium

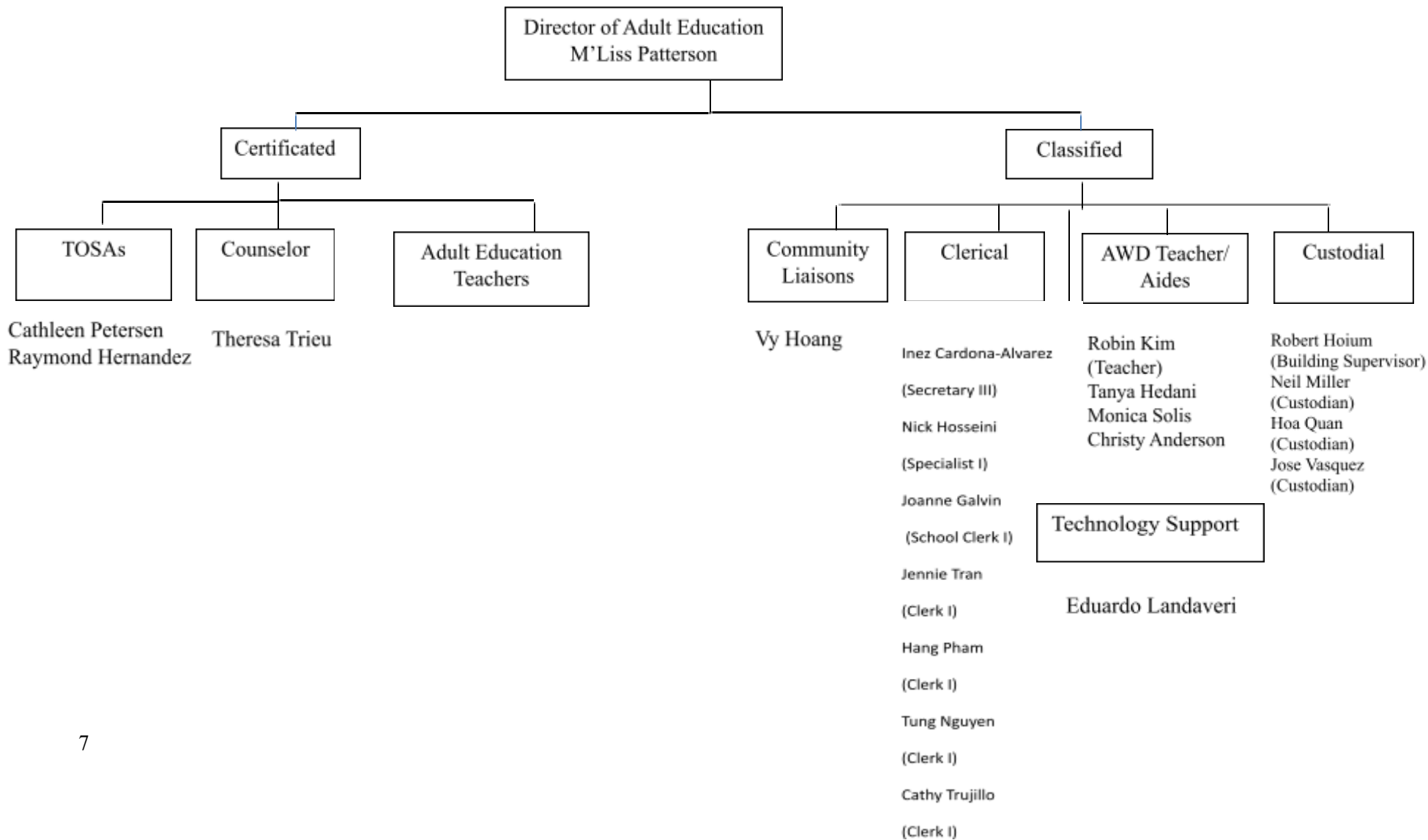
## GARDEN GROVE UNIFIED SCHOOL DISTRICT

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Superintendent's Organizational Chart**  
 2022-2023



September 2022

**Lincoln Education Center  
Organizational Chart**



## **Teacher Absences and Substitute Procedures**

*Currently, we are experiencing a substitute teacher shortage. Unless you have a co-teacher who is available to switch with you, please contact the front office when you will be out so that a "Class Canceled" sign can be placed on your door. Also, please communicate with your students via email and/or text that you will be out for the day. But, if you are able to get coverage via a 'switch' with your co-teacher, please follow the steps below:*

It is important that our students are provided with the courtesy of having class provided for them each day it is scheduled. **It is expected that you have emergency sub plans created and available.**

Please text and email Joanne, Inez, Cathay and M'Liss when you know you will be out and who will be covering for you.

Each teacher will be provided with a red Substitute Folder. In this folder you will place your emergency lesson plans for times when you are not able to provide current lesson plans. This folder will also be used to place current lesson plans. Emergency lesson plans should be easily implemented at any time. The lessons will most likely be a review of information that is viable to implement.

## **Attendance Policies and Procedures - Lincoln Education Center**

### **LEC STUDENT ATTENDANCE POLICY**

We want to provide you with the best education that you deserve! Attendance is a very important part of your education. When you are absent you are missing valuable time. To make sure that your education is a priority, we are implementing the following attendance procedures:

1. If you are absent for 8 consecutive days and you have not notified your teacher, you will be dropped from the class and will not be permitted to re-enroll until the next semester.
2. If you are absent for 8 days that are NOT consecutive days for no good reason, you will be dropped from the class and will not be permitted to re-enroll until the next semester.
3. If you are absent for 8 days that are NOT consecutive, but you have notified your teacher and the reasons are acceptable, your teacher will make the decision if you will be dropped from the class.

#### **Acceptable Absences:**

Funeral

Change in Work Schedule

Family Emergency

Childcare /Child Illness

Transportation Issue

Personal Illness

Personal Issue Shared with Your Teacher



If you go on vacation for three or more weeks, you will be dropped from your class. When you return, your name will go on a waiting list. If there is no waiting list, your teacher will decide if you can re-enroll in the class.

Students are expected to attend classes on a regular basis. When students register for your class, they are provided with a copy of the registration form that details their class meeting times and days. Students are expected to adhere to the schedule outlined on their registration form. We understand, however, that sometimes absences cannot be avoided. Nonetheless, any student who is not attending regularly should be reminded of the attendance policies for your course. Please drop any students who are unable to comply with attendance policies. Please send Nick Hosseini a list via email with student names and ID numbers that you wish to be dropped from your class.

If you have dropped a student who later wishes to return to class, you may (at your discretion) contact Nick Hosseini via email to see if re-enrollment is a possibility. Please include Name, ID# and birthdate so we can make sure the student is eligible to re-enroll. **Please note, however, that if a student misses more than three months of school, he/she will need to take another placement test before re-enrolling.**

You will probably find it helpful to encourage students to let you know in advance if they will be absent. Students should email you directly to state the dates and reasons for their absences. There is no need to ask students to call the front office.

It is imperative that we report correct and accurate attendance. Teachers are responsible for keeping accurate, daily attendance records for their classes. Log into Aeries once per class meeting time to check which students are present.

To log into Aeries, go to:

[aes1s.ggusd.us](https://aes1s.ggusd.us)

**Log in as you would your employee email account**

Once logged into Aeries, you will see a menu on your left. Under this menu, find and click on “Attendance.” We take only positive attendance; no action is necessary for absent students. Enter a “Y” or a check mark next to the student’s name; simply click inside the box next to the student’s name to indicate that he or she is present. Do not mark anything if the student is absent. It is up to the individual teacher to decide whether to mark a student present for the class period if that student has arrived late. (A teacher may decide to mark any student who has attended at least half of the class as present, for example.)

“permanent ID #.” For purposes of record keeping and identification, use the student’s permanent ID. For most students, this will be a seven-digit number often beginning with “99.”

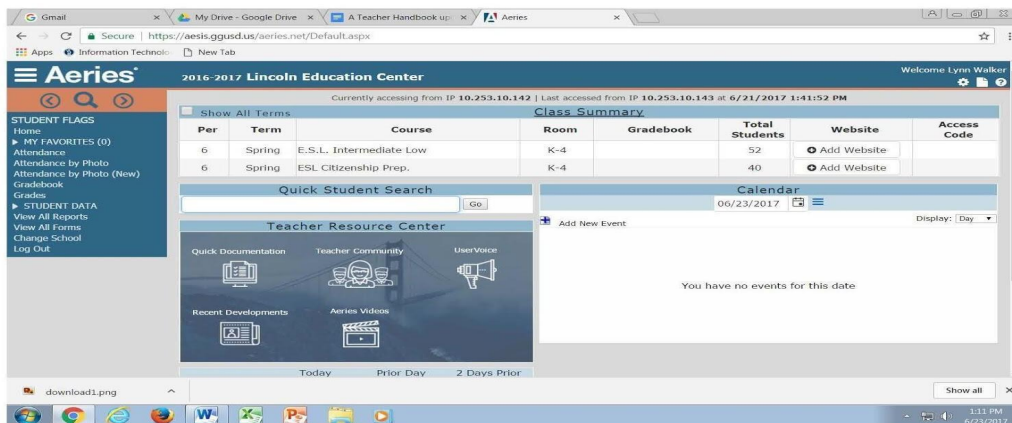
Note: ESL courses will display two sections of your class in Aeries, one labeled according to the level you are teaching and one labeled “Citizenship Prep.” For attendance keeping purposes, you should click on the option with the level label only. Aeries will generate another section of your course for the

second semester. For example, if you are teaching ESL Low Intermediate and your section number is 555, you will see another option appear at the beginning of the second semester labeled “5552.” This is the option you will choose for marking second semester attendance.

If you experience issues using or navigating Aeries, contact Nick Hosseini for assistance ([n\\_hosseini@ggusd.us](mailto:n_hosseini@ggusd.us) or ext. 89171).

## ATTENDANCE REPORTS

Once you are logged into Aeries, you also have the option of running attendance reports which can be useful for certain record keeping functions. Look to the menu on the left of the Aeries webpage. Under “Student Data,” choose “View All Reports.” Choose “Daily Attendance Summary.” Choose the appropriate start and end dates for the period of time you wish to summarize. Then click on the appropriate course section. Click on “Run Report.” Then click on either “Download Report” or “View Report.” Look at the numbers in the final column under “PRS.” You will see the total number of times a student has attended your course for the date range you have chosen. Multiply this number by the number of hours per class meeting time for the total number of hours the student has attended. For example, if you teach a 2.5-hour course, multiply the number under the PRS column by 2.5 to find the total number of hours.



## **CLASS / LEVEL CHANGES**

All changes must go through the front office. ESL teachers have the option of transferring a student to a lower level if it is in the best interest of the student. Please email Nick your the student's name, ID number, current class information and new level. If the class the student is transferring to is full at the moment, he or she will be put on a waiting list but may remain in current level until a space becomes available.

Students in the ESL program typically remain in their levels throughout the school year. Any instructor who feels that an outstanding student should be moved up at the start of the semester should contact a TOSA to inquire.

## **ESL PROGRAM EXIT EXAM/PROMOTIONS**

In addition to regular, ongoing teacher-provided assessments, students in the ESL program may take a Ventures mid-term and an exit exam during the end of the spring semester to determine if they are ready to be promoted to the next level for the fall. **Certificates of Completion** will be generated by the administrative staff for all students who are being promoted in the fall *and* who are still attending classes. The **Certificate of Completion** is the only certificate provided by LEC. Teachers, however, may choose to provide other types of certificates, such as for good participation and attendance, on their own.

## **EL CIVICS INSTRUCTION**

Several times during the school year, teachers and students will engage in EL Civics instruction. Past topics have included education, employment and nutrition. EL Civics instructions involve incorporating designated content and tasks into your classroom/lab activities. Students will complete performance tasks to demonstrate their understanding of the content. There will be an EL Civics meeting for instructors to discuss topics and procedures. The completion of these tasks is vital to our program's success and is tied to other benchmarks, most important of which are the pre- and post- CASAS test completion. Those students who (1) are both pre- and post- CASAS tested, (2) complete the tasks corresponding to the current civics unit, and (3) attend a minimum number of hours during the civics instructional unit will generate valuable "paypoints" for our school. It's therefore extremely important that each instructor do his or her utmost to help meet our program requirements. If you have any questions in the meantime, please contact a TOSA.

## **COURSE SYLLABI AND STUDENT HANDBOOKS**

All teachers are expected to provide their students with a syllabus. A student handbook is provided during orientation. Student handbooks are available from the front office. A syllabus template will be provided to you for modification with your particular course information (see template below). Your course syllabus must include an attendance policy as well as policies for cell phone use and cheating. You may add additional bullet points to customize the information you wish to share with your students. Your attendance policy must align with the school's policy (see above). Please be sure to emphasize the importance of students being familiar with their course syllabus. Please note that an instructor's email address and personal telephone number are optional.

Garden Grove Unified School District  
Garden Grove Adult Education (Lincoln Education Center)  
11262 Garden Grove Blvd., Garden Grove, CA 92843

***ESL Course Syllabus***

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Class Title:	Instructor:	
Classroom Number:	r:	*Instructor's e-mail:
Class Time:		*Instructor's phone number:
Meeting Days:		
School Phone:	(714) 663-6291	

**Course Description /Objectives:**

This is a non-credit, open enrollment course that is designed for students who have emerging literacy skills in English. Students will practice communication skills in everyday situations and build a larger vocabulary through *listening, speaking, reading, writing, and grammar activities*. The use of technology will also be integrated.

**Textbooks:** *Textbooks and supplemental materials supplied by Instructor*

**Suggested Class Materials/Supplies:** *Notebook, pencils/pens, paper*

**Class Policies/Student Responsibilities:**

- Attendance:
- Cell Phones:
- Cheating:

**Other Important Information:**

**Evaluation/Achievement:**

Evaluation is based on multiple assessments: the standardized CASAS reading test, curriculum-based unit tests, the standardized curriculum-based exit exam, class work, oral participation and projects.

Students will be exited from Beginning Low when they meet the following criteria:

- Score **191 or higher** on the CASAS Test
- Score **75% or higher** on the Curriculum-based Exit Exam
- Demonstrate proficiency of language skills

**Repetition:**

Students who successfully complete the class will be promoted with a completion certificate and may not take the class again. Students who are dropped from the class and want to return will be re-tested and may be re-enrolled in this class.

**Friendly Reminders for Students** -- Occasionally, you will need to remind your students of the following:



1. Adhere to the attendance policy – we have a student waiting list and students who leave class early on a regular basis may lose their seat in that class – exceptions are determined by the teacher.
2. No smoking on campus – smoking is permitted on the sidewalk in front of the school only.
3. Food and/or drinks should never be allowed while using chrome books or computers.
4. Dispose of gum and all trash in the garbage cans.
5. Park in designated parking spaces – we do not like to interrupt class to ask a student to move their car, but sometimes students park in an area that is not safe or is blocking something – we may need to have the car towed depending upon the situation – be patient and drive at safe speeds in the parking lot.
6. Students are not go to the front office to ask to change a class level or time – the student needs to talk with you and you will make the recommendation and forward that request to Nick.
7. Students are not permitted to bring their child/children to school – we do not provide childcare and it is a liability for children to be on campus – children cannot be in class or wait outside of the classroom.



Please let your students know that their desire to learn is appreciated and we want to be able to provide a safe, clean and positive educational environment for all.

## **ESL PROGRAM: STUDENT DATA COLLECTION**













Throughout the semester, ESL instructors will need to collect information from their students pertaining to their educational needs and interests, goals, educational background, and employment status, as well as state financial assistance programs they may be enrolled in or qualify for and other information. This data collection is very important to our program. Below are listed some sample forms used to this end.

1. **Needs Assessments** - For incoming students to your class. There are two versions: one for very low levels and one for intermediate and higher levels. This is normally disseminated at the beginning of the semester. Students will indicate what their top priorities for learning English are, and what they'd like to do while they're in your class. Needs assessments should be collected from as many students as possible during the first two weeks of the semester to give you a clearer idea of how to meet your students' needs.
2. **EL Civics Surveys** – This survey is found on the GGAE website under Student resources, study and survey links. At the end of the school year students will take the survey to choose the following years' EL Civics topics.
3. **TOPs Update Forms** - These are scantron (CASAS generated) update forms which collect vital information concerning student's progress in your course, completion of work and personal goals, and financial information. There is also a section to mark whether a student has left the program or progressed to the next level. Each student attending your course must be certain to complete these forms at least once a semester, as required. (You will receive further instructions via email as to which parts of the form need to be filled out.)
5. **Adult Ed WIOA / OTAN Technology Survey** - This online technology survey should be completed by your students, with instructor guidance, in one of our computer labs. Look for an email announcement with instructions during the school year. The survey is brief (15- 20 minutes).

For TOPs Update and Registration forms, it will be necessary to fill in students' permanent ID #s. These numbers can be found by logging into Aeries and clicking on "Attendance." Permanent ID #s are located to the right of the students' names.

Lincoln Education Center does not currently hold summer sessions for ESL students. Before students leave your class for the year, it will be helpful to inform them about summer learning opportunities available in the community. There may be flyers available in the front office announcing summer programs elsewhere. Additionally, you may be asked to pass out flyers about other programs in your classes during the last week of the spring semester.

# ESL Student Needs Assessment

Name: _____		Date: _____	
<i>First</i>		<i>Last</i>	
Email: _____		Phone: (    ) _____ - _____	
<b>I NEED TO LEARN MORE ENGLISH TO:</b> <i>Check only 3</i> <input checked="" type="checkbox"/>			
<input type="checkbox"/> Talk to police Officers 	<input type="checkbox"/> Talk to my Child's teacher 	<input type="checkbox"/> Talk to The doctor 	<input type="checkbox"/> Ask for Directions 
<input type="checkbox"/> Help child With homework 	<input type="checkbox"/> Fill-out Applications 	<input type="checkbox"/> Get help with Job-interview 	<input type="checkbox"/> Get a job 
<b>In English class, I want more:</b> <i>Check only 2</i> <input checked="" type="checkbox"/>			
<input type="checkbox"/> Reading 	<input type="checkbox"/> Writing 	<input type="checkbox"/> Speaking 	<input type="checkbox"/> Listening 

**Jobs:** ☐ I want a job.    ☐ I want to keep my job.    ☐ I want to get a promotion.

**I want to go to college:** ☐ NO    ☐ YES    Name of college: \_\_\_\_\_

**Citizenship:**    ☐ I am a U.S. Citizen    ☐ I would like to become a U.S. Citizen.



## **ESL Student Needs Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Email address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### **I NEED TO LEARN MORE ENGLISH TO...**

Write "1" next to the most important reason, "2" next to the second reason, and "3" next to the third.

#### **TALK TO...** (choose ONLY 3 and put in order)

<input type="checkbox"/> my children's teacher	<input type="checkbox"/> restaurant workers	<input type="checkbox"/> people about directions
<input type="checkbox"/> my neighbors	<input type="checkbox"/> mechanic	<input type="checkbox"/> people at a job interview
<input type="checkbox"/> my boss and coworkers	<input type="checkbox"/> the doctor	<input type="checkbox"/> cashiers and salespeople
<input type="checkbox"/> the police	<input type="checkbox"/> the bus driver	<input type="checkbox"/> people on the phone

#### **READ...** (choose ONLY 3 and put in order)

<input type="checkbox"/> food labels	<input type="checkbox"/> directions on forms	<input type="checkbox"/> advertisements
<input type="checkbox"/> medicine labels	<input type="checkbox"/> bills and statements	<input type="checkbox"/> the newspaper
<input type="checkbox"/> bus schedules	<input type="checkbox"/> signs	<input type="checkbox"/> stories and books

#### **WRITE...** (choose ONLY 3 and put in order)

<input type="checkbox"/> job applications	<input type="checkbox"/> letters and notes
<input type="checkbox"/> forms at the doctor's office	<input type="checkbox"/> forms for my children's school
<input type="checkbox"/> checks and forms for the bank	<input type="checkbox"/> bills
<input type="checkbox"/> forms for school	

\* In my English class, I want more... (choose ONLY 3 and put in order)

<input type="checkbox"/> conversation	<input type="checkbox"/> computer	<input type="checkbox"/> vocabulary
<input type="checkbox"/> pronunciation	<input type="checkbox"/> writing	<input type="checkbox"/> reading
<input type="checkbox"/> listening	<input type="checkbox"/> grammar	

\*Jobs: ☐ I want a job. ☐ I want to keep my job ☐ I want to get a promotion

\*College: (circle one) Yes No

U.S. citizen ☐ I want to become a U.S. citizen

Agency #

Tracking Of Programs and Students

Site #

## Program Update Record

(a)

Student Last Name First Middle Phone Number

(2)

Instructor Name Student Address City State Zip

(b)

<b>③ STUDENT IDENTIFICATION</b> * <table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	<b>④ DATE OF PROGRAM UPDATE</b> * <table border="1"> <tr> <th>MM</th> <th>DD</th> <th>20</th> <th>1</th> <th>Y</th> </tr> <tr><td>Jan</td><td>0</td><td>0</td><td>19</td><td>0</td></tr> <tr><td>Feb</td><td>1</td><td>1</td><td>0</td><td>1</td></tr> <tr><td>Mar</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>Apr</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>May</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>Jun</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>Jul</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>Aug</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>Sep</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>Oct</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> <tr><td>Nov</td><td></td><td></td><td></td><td></td></tr> <tr><td>Dec</td><td></td><td></td><td></td><td></td></tr> </table>	MM	DD	20	1	Y	Jan	0	0	19	0	Feb	1	1	0	1	Mar	2	2	2	2	Apr	3	3	3	3	May	4	4	4	4	Jun	5	5	5	5	Jul	6	6	6	6	Aug	7	7	7	7	Sep	8	8	8	8	Oct	9	9	9	9	Nov					Dec					<b>⑤ INSTRUCTIONAL PROGRAM</b> (Mark one) <input type="radio"/> Basic Skills (ABE) <input type="radio"/> ESL / ELL <input type="radio"/> Citizenship <input type="radio"/> High School Diploma <input type="radio"/> High School Equivalency (HSE) <input type="radio"/> Career and Technical Education (CTE) <input type="radio"/> Workforce Readiness <input type="radio"/> Adults w / Disabilities <input type="radio"/> Pre-Apprenticeship <input type="radio"/> Adults supporting K12 student success	<b>⑥ PROGRAM STATUS</b> (Mark one) <input type="radio"/> Retained in program <input type="radio"/> Left program <input type="radio"/> No show <b>⑦ PROGRESS</b> (Mark highest) <input type="radio"/> Progressed within level or program <input type="radio"/> Completed level or program <input type="radio"/> Advanced to a higher level or program	<b>⑧ SERVICES RECEIVED</b> (Mark all that apply or leave blank) <input type="checkbox"/> Supportive <input type="checkbox"/> Training <input type="checkbox"/> Transition Career <input type="checkbox"/> Basic <input type="checkbox"/> Individualized <input type="checkbox"/> Information only <input type="checkbox"/> Follow up <input type="checkbox"/> Self-service <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Voc. Rehabilitation <input type="checkbox"/> Voc. Rehabilitation and employment
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⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)			
WORK	EDUCATION	FAMILY / COMMUNITY	
<input type="checkbox"/> Got a job <input type="checkbox"/> Increased wages <input type="checkbox"/> Retained job <input type="checkbox"/> Got a better job <input type="checkbox"/> Met work-based project goal <input type="checkbox"/> Entered job training <input type="checkbox"/> Entered training program <input type="checkbox"/> Training milestone <input type="checkbox"/> Entered apprenticeship <input type="checkbox"/> Entered military <input type="checkbox"/> Acquired workforce readiness skills <input type="checkbox"/> Reduced public assistance <input type="checkbox"/> Other work outcome	<input type="checkbox"/> Passed GED <input type="checkbox"/> Passed HiSET <input type="checkbox"/> Passed TASC <input type="checkbox"/> Earned High School diploma <input type="checkbox"/> Returned to K-12 <input type="checkbox"/> Gained computer/tech skills <input type="checkbox"/> Completed course <input type="checkbox"/> Mastered course competencies <input type="checkbox"/> Earned certificate <input type="checkbox"/> Educational achievement <input type="checkbox"/> Skills progression <input type="checkbox"/> Transcript or report card <input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary	<input type="checkbox"/> Enrolled in secondary program <input type="checkbox"/> Entered college <input type="checkbox"/> Transitioned to credit (transfer) <input type="checkbox"/> Transitioned to credit (non-transfer) <input type="checkbox"/> Attained credential <input type="checkbox"/> Attained A.A. or A.S. degree <input type="checkbox"/> Attained B.A. or B.S. degree <input type="checkbox"/> Entered graduate studies <input type="checkbox"/> Attained post graduate degree <input type="checkbox"/> Occupational skills licensure <input type="checkbox"/> Occupational skills certificate <input type="checkbox"/> Occupational certifications <input type="checkbox"/> Other recognized diploma, degree, or certificate	<input type="checkbox"/> Increased involvement in children's education <input type="checkbox"/> Increased involvement in children's literacy activities <input type="checkbox"/> Met other family goal <input type="checkbox"/> Met personal goal <input type="checkbox"/> Obtained perm. residence <input type="checkbox"/> Attained U.S. citizenship <input type="checkbox"/> Achieved U.S. citizenship skills <input type="checkbox"/> Registered to vote or voted for first time <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Other family outcome <input type="checkbox"/> Other community outcome

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## **FIELD TRIPS**

In order to take a field trip with your class, a "Request for Field Trip" form (form 9901.73) must be filled out and signed by an administrator. Turn in completed forms to Inez Cardona-Alvarez at Lincoln Education Center (see sample form below).

Upon approval, a copy will be returned to your mailbox. These forms are located in the staff lounge next to the faculty / staff mailboxes. If you have any questions regarding the forms / field trips, please contact your administrator or Inez.

**REMINDER:** Teachers are not to accompany students nor take them in their own vehicles because of the liability involved. Arrange to meet them at an established place. At this time, there are no funds available for individual class trips.

Garden Grove Public Library field trips: Please call the library to arrange a tour so that they can better serve your students with all aspects of the library. Students are highly encouraged to visit the Garden Grove system of libraries. Call the library staff at (714) 530-0718 to set up a tour specifically for your class.

<b>GARDEN GROVE UNIFIED SCHOOL DISTRICT - DIVISION OF ADULT EDUCATION</b>		
<b><u>Request for Field Trip</u></b>		
TEACHER: _____ / _____		
Name of Class		Time
_____ / _____		
Establishment to be Visited	Address	Telephone
Date of Visit: _____ Time: _____		
Note: Teachers are not to accompany students nor take them in their own vehicles because of the liability involved. Arrange to meet them at an established place.		
PURPOSE OF THE TRIP: _____		
_____		
_____		
APPROVAL: _____		
9901.73* Rev. 8/08	WHITE: SECRETARY	YELLOW: FRONT DESK PINK: TEACHER

## **PAYROLL PROCEDURES**

White “Certificated Payroll” time sheets will be provided for each of you for the entire school year. They will be placed in staff folders that you will receive at the very first staff meeting held in August – before school starts. Be sure to fill out the dates, times and hours worked each day for that month. Please do not forget to document your absences. Lastly, sign and date the form and submit to Inez no later than the 20th of each month. (Hours will be adjusted later if necessary to reflect unplanned absences.)

If you are requesting payment for any additional hours beyond your regular teaching hours, you will first need administrative approval before completing a green, Certificated Extra Duty payroll form. Fill this form out the same way you would fill out the white payroll form. Place payroll form in Inez’s inbox. (See sample forms below.)

### **Payment**

- Payments are processed for the previous month’s submitted payroll hours. For example, you will be paid at the end of October for your September payroll hours.
- The preferred method of payment for school employees is direct deposit. With direct deposit, your paycheck is deposited directly into your checking or savings account.
- Teachers may opt to fill out an authorization form for direct deposit. Please check with Inez if you have not already received this form. You will need to submit a cancelled check along with your authorization form.

### **Important:**

- Turn in payroll documentation on time.
- Check for errors as you fill out the form.
- Your personal record keeping is important. Please document all of your absences.
- Fill in your work hours in a timely manner.

**IMPORTANT** – If any part of your payroll form is done incorrectly, it will be returned to you and may delay your being paid on time. If you have any questions, please contact Inez.

**CERTIFICATED PAYROLL**  
ADULT EDUCATION, REGIONAL OCCUPATIONAL PROGRAM

HOURS ENTERED ON THIS PAYROLL MUST AGREE WITH HOURS LISTED ON YOUR OFFER OF HOURLY EMPLOYMENT. ANY DEVIATION MUST BE APPROVED AND INITIALED BY THE SUPERVISING ADMINISTRATOR. RECORD HOURS ABSENT AND INDICATE ABSENCE CODE. SEE REVERSE FOR CODES.  
I CERTIFY THIS REPORT TO BE CORRECT.

INSTRUCTOR	DATE
DIRECTOR	DATE

[illegible]



**CERTIFICATED EXTRA DUTY/STAFF DEVELOPMENT**  
**ADULT EDUCATION, REGIONAL OCCUPATIONAL PROGRAM**

[illegible]

INSTRUCTOR	DATE
DIRECTOR	DATE

OFFICE USE ONLY			
BUDGET		HOURS	
PSEUDO-OBJECT	HWPW	REGULAR	EXTRA

## **COPYING GUIDELINES**

### **COPY PROCEDURES**

Copy Requests (Preferred Method): Teachers can request copies for the classes by filling out a copy request form (see sample below). Indicate your name, room #, number of copies, and any other specifications you may have. Attach up to 7 originals per copy request. Place the copy request form on top of your originals and then place them in the box in the copy room in the main office. Please allow 3-4 days for completion, although teachers often receive their orders sooner. Your copies will be placed under your name on the teachers' shelves, located in the copy room in the main office.

The copy machines are also available for do-it-yourself, last-minute needs.

District Office Print Shop (for large orders): If you have a large volume of copies to make, complete the District "Print Request" Form available at <http://infosys.ggusd.us>. Go to "Downloads, Forms, Print Shop, Print Request." Print out the form, fill it out, and turn it into Inez. Turnaround time is 10 - 12 working days. **Please inform the administrator before the order goes out.**

**Adhere to copyright laws when making your own copies.**

### **COPYRIGHT LAWS**

The federal law, 17 U.S.C., Section 107, recognizes an exception to the exclusive rights of the copyright owner. This exemption is known as "fair use".

Section 107 states: "Notwithstanding the provisions of Section 106, the fair use of a copyrighted work including such use by reproduction copies or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to consider shall include:

1. the purpose and the character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.



### COMPUTER SOFTWARE – COPYING

The owner of a copyrighted computer program is authorized to make a copy of a program for use as a back-up and/or archival copy if the original program is stored. Additional copies of a program may be made only with the copyright holder's permission.

### MULTIPLE LOADING

The loading of a copyrighted program in individual computers for simultaneous use without permission of the copyright holder is in violation of the copyright laws. TEACHERS MAY BE HELD PERSONALLY LIABLE FOR DELIBERATE VIOLATIONS OF THE COPYRIGHT LAW.

<b>GARDEN GROVE UNIFIED SCHOOL DISTRICT</b>		
<b>LINCOLN EDUCATION CENTER</b>		
<b>COPY REQUEST</b>		
Teacher _____	Room _____	
Adult Ed _____	ROP _____	
# Copies _____		
1 Side Only _____		
Back to Back _____		
3 hole punch _____	Collate _____	Collate & Staple _____
Colored Paper Blue - Buff - Green - Golden Rod		
Pink - Yellow		
Instructions/comments:		
_____		
_____		
_____		
<b>Completed work is to be picked up in A-1 Resource Room</b>		
Date completed _____	By _____	



## **WORK ORDER REQUESTS**

Email Robert Hoium with your work order request. In the subject line please put WORK ORDER ROOM\_\_\_\_. Robert will take care of the request unless it is something that he has to have assistance from the district. You can always email Robert to check on the status of a request. He will take care of emergencies ASAP. No paper forms need to be completed for work order requests. Thanks for your cooperation.

Robert has his phone with him at all times. If there is an immediate emergency, you can call his cell 562-533-1684.

## **TECHNOLOGY SUPPORT at LEC**

Please email [helpdesk@ggusd.us](mailto:helpdesk@ggusd.us) with tech support needs. Please cc Inez Cardona-Alvarez and Eduardo Landaverdi on this email request. Eduardo is available at LEC most days of the week.

## **TECHNOLOGY SUPPORT via DISTRICT**

For technical issues on campus (email/password reset/login issues), go to the District's help support website at

<https://infosys.ggusd.us/support.shtml>

**IT Helpdesk x6598 (x77180) [helpdesk@ggusd.us](mailto:helpdesk@ggusd.us)**



## **CAMPUS ACCIDENT PROCEDURES**

### **RESPONSIBILITY OF STAFF**

All of our teachers share in the responsibility for the safety and welfare of adult students. Administrators, counselors and teachers must be prepared and be cooperative in rendering appropriate emergency aid and assistance when needed.

### **LOCATION OF FIRST AID SUPPLIES**

Offices at Lincoln and Clinton Corner are equipped with First Aid supplies. Contact the office for information. Each room also has a red backpack for emergency use. Do not utilize the equipment in these backpacks. They are to be used for disaster/emergencies only.

### **CAMPUS ACCIDENT OR INJURY**

In case of a student accident and/or injury, proceed as follows:

- Provide emergency first aid procedures if necessary. If you are not familiar with the necessary procedures, protect the injured person and request medical help.
- Contact the office to request emergency medical/police help.
- DO NOT admit liability.
- Do not go beyond the limits of emergency treatment; never diagnose, prescribe or move an injured individual.
- When the person is unconscious or in need of immediate emergency treatment, call the office or administrators. Teachers should call 911 if they consider the situation **catastrophic or immediate**, then call the office.

### **INJURY/INCIDENT REPORT**

Please see secretary for the appropriate forms anytime a student or school visitor is involved in an accident that resulted in or may result in a physical or emotional injury. A report must be completed within 24 hours of the time of the accident.

All injuries/incidents must be reported in writing to the administration. The administrators will then contact the Business Office Extension 6133.



## **INJURED AT WORK?**

If you are injured at work, the Worker's Compensation benefits provided you by the GGUSD are in accordance with state law.

The district is self-insured and wants to:

- Ensure that you have the best care available.
- Make sure you promptly receive the benefits to which you are entitled.
- Aid you in making a speedy recovery.

If you are injured at work, contact your administrator as soon as possible. Do not just go to your own doctor (you risk not being reimbursed for the care). You must complete a form and will be given a list of medical facilities to report to.

### **What is an On-the-Job injury?**

An on-the-job (occupational) injury or illness is one that occurs as a result of your employment with the district.

What are your responsibilities when injured?

- To promptly notify your administrator of any accident.
- To make sure any treatment you receive has PRIOR authorization.
- To keep all scheduled medical appointments.
- To follow all prescribed treatment.
- To keep the Office of Personnel Services informed of your progress by calling after each visit to the doctor or at least once every two weeks.



What are the benefits?

### **• Medical Treatment**

You will receive any medical treatment, surgery and hospitalization required for your injury at no cost to you. This includes treatment which may be necessary after you have returned to work.

### **• Compensation**

Eligible employees receive industrial accident leave at full pay for up to sixty days.

In addition, while you are off work recovering from your injury, you are entitled to temporary disability payments. The disability payments are sent to the district. The difference between these payments and your full gross salary, when appropriate, will be made up by charging your sick leave or vacation time. You will receive full salary as long as you have accrued sick leave and/or vacation time.

