



Start Something Real.

ADULT EDUCATION **CATALOG**

CHOFFIN
CAREER and TECHNICAL
CENTER

200 E. Wood Street
Youngstown, Ohio 44503-1600
330-744-8723 – Phone
330-744-8729 – Fax

<http://www.choffinctcadulted.com>

July 1, 2023 - June 30, 2024

Mission Statement:

It is the mission of Choffin Career and Technical Center to develop individuals with technical, scholastic, employability, and life skills enabling them to exercise career options in becoming responsible citizens, productive employees, and life-long learners in cooperation with business, industry, and other community resources.

Revised 06/27/2023, 11/7/23

Note: The Choffin Adult Catalog is subject to change without notice.

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SECTION I - INSTITUTIONAL INFORMATION

WELCOME

We, the administration, faculty, and staff, at Choffin CTC Adult Education welcome you to an exciting opportunity to gain new skills and credentials in our programs. We have high expectations for your success academically and technically so that when you have successfully completed our programs, you will be able to compete for employment in the demands of the workforce.

PHILOSOPHY OF ADULT EDUCATION

It is the philosophy of the Choffin Career and Technical Center to graduate competent, caring, culturally sensitive and ethical professionals. These skills are achieved by enabling the student to gain personal satisfaction and make a contribution to society. Faculty will offer a variety of educational experiences to accommodate different learning styles, which may enhance the student's appreciation for their particular profession. Emphasis will be placed on students developing a professional demeanor which reflects the Principles of Ethics of their specific field.

HISTORY OF CHOFFIN CAREER & TECHNICAL CENTER

The Choffin Career & Technical Center (CCTC) building, located at 200 East Wood Street in downtown Youngstown, Ohio, built in 1950 then rebuilt in 1972, began enrolling adult students in 1953. Choffin was named for Celestin C. Choffin, a prominent civic leader who donated \$100,000.00 to the school district to build a vocational education program. His intent was to create an industrial arts and educational center within the city limits of Youngstown.

The CCTC high school draws students from an area located within or near the city limits. It is a career/technical school that serves students in grades 11-12 and post secondary adult education. Choffin is an active, hands-on training resource in this area and has been for over 60 years. Thousands of students complete these programs and go on to well paying and respected jobs within the workforce. The school serves a diverse population of students from a variety of cultural and financial backgrounds.

The Adult Education programs offer both in-depth training and career guidance for adult students, who would like to learn the technical skills for a specific career. Choffin Adult Education's main goal is to ensure that all students receive the necessary skills and guidance to achieve their lifelong goals.

At this time Choffin Adult Education offers the following full-time health profession courses: Practical Nursing, Surgical Technology and Dental Assisting. These classes are taught by certified or licensed professional staff. The technical and trade schools have thrived in the current economic downturn and will continue to foster growth in the years to come. High unemployment has caused individuals to seek further education, while employers are increasing their training requirements to remain competitive. Choffin's Adult Education programs are affordable and offer distinguished training opportunities to improve or re-train students for the job skills needed in today's workplace. Choffin Career & Technical Center's Adult Education Programs are approved by the U.S. Department of Education, the Ohio Department of Higher Education, the Ohio Board of Nursing, Committee on Accreditation Allied Health Education Programs (CAAHEP), and Commission on Dental Accreditation of the American Dental Association (ADA-CODA).

ACCREDITED OR APPROVALS



Accrediting Commission of Career Schools and Colleges

2101 Wilson Boulevard, Suite 302 Arlington, Virginia 22201

Phone: 703-247-4212 / Fax: 703-247-4533

www.accsc.org



Commission on Accreditation of Allied Health Education Programs

9355 - 113th St. N, #7709

Seminole, FL 33775

P:727-210-2350

F:727-210-2354

E: mail@caahep.org



19751 East Mainstreet, Suite #339

Parker, CO 80138

Phone: 303-694-9262

Email: info@arcstsa.org



Commission on Dental Accreditation

Mailing Address:

Commission on Dental Accreditation

211 East Chicago Avenue

Chicago, Illinois 60611

800.232.6108

Ohio Board of Nursing

17 S. High Street #660 Columbus, OH 43215



Ohio Higher Ed

25 South Front Street

Columbus, Ohio 43215

General: (614)466-6000 Fax: (614)466-5866

Ohio Technical Centers (OTC)

Personnel - Adult Education Programs

Governing Body - Youngstown City School District Board of Education

Youngstown City School Board of Education Members

Tiffany Patterson – President

Juanita Walker - Vice President

Tina Cvetkovich

Kenneth Donaldson, Sr.

Brenda Kimble

Joseph Meranto

Jerome Williams

CCTC Administration

Justin Jennings, Superintendent, Youngstown City Schools

Dr. Sherry Cross, Director of Adult Education

CCTC Adult Education Post-Secondary Faculty

Dental Assisting Department:

Paula Oliver, Program Director

Dr. Rudolph Braydich, Tina Davis,

Dr. Robert Johnson, Dr. Philip Leone, Dr. Joseph Malys

Practical Nursing Department:

Sharon Cooper, Program Director

Kimberly Burns, Alfred Davis,

Janet Markey-Shoemaker, Faye Miller, Jessica Poracky

Surgical Technology Department:

Emily Spletzer, Program Director

Crystal Sturgeon, Clinical Coordinator

Charlotte Walker-Cloyd, Teresa Colon, Kristine Ferradino, Tiffani Krzywkowski

Marsha Lowe, Dr. Patrick Patchen, Deborah Rider, MoNyce Robinson, Lisa Stoutemire, Ed Hawkins

CCTC Ancillary Staff

Keisha Saxon, Financial Aid Coordinator/LRC Monitor

Rhonda Kempe, Student Services Coordinator

Richard S. Scarsella TTW/Career Services

Tish Sammons, Administrative Assistant/Secretary

Paula Oliver, Learning Resource Center (LRC) Coordinator

Office hours: Monday through Friday 7:30 a.m. to 3:30 p.m.

FACILITY AND EQUIPMENT

Visitors

Choffin Career & Technical Center welcomes visitors to the facility. All visitors enter at the main entrance, check in at the reception counter, receive a visitor badge, and sign in/out. School personnel have the right to exclude uninvited or unauthorized persons from the school premises. Adult students are not permitted to bring visitors or children to attend class or to wait on school property for the adult student.

Parking

All students are to park in the main parking lot off of Wood Street. Parking is available for persons with disabilities. All students enter through the main doors in front of the building. An elevator is available for persons with disabilities.

Location of Adult Programs in the Choffin CTC Building

The practical nursing and surgical technology classrooms and labs and dental lab/clinic are located on the third floor and fourth floor of Choffin Career and Technical Center.

Choffin Career and Technical Center
200 E. Wood St
Youngstown, Ohio, 44503

Learning Resource Center - Room 306A

The Learning Resource Center (LRC) is located in room 306A. The LRC is available during normal school hours. The copier/fax is in a shared space in room 328 available for staff use only. The administrative secretary is located in the adult education main office area in front of room 330.

Computer Lab - Room 442

The 21 chair computer lab for adult education is located on the fourth floor in room 442. The computer room is available for student use when not in use for testing purposes. Computer access is also available during normal school hours in the Financial Aid Office in Room 306A.

Simulation Lab - Room 335A

The simulation lab has a simulation mannequin and equipment to support student learning.

STUDENT SERVICES

The mission of the department of student services is to provide support services for all students empowering them to become productive and employed citizens.

The student services coordinator addresses all students within the first 3 days of school. Student services are available to all students throughout the entire school year. Information is given regarding the coordinator's contact information, schedule, location and services provided. A student services advisement tracking form is completed and the coordinator then relays the information to the Program Director of that department. This makes the Program Director aware of the students' needs.

STUDENT RESOURCES

The student services department provides informational resources to students regarding outside agencies to assist students with transportation, child care, housing, food, and incidental expenses. In addition, student services provide informational resources to professional services to address psychological, addictive behavior or counseling and community agencies as the students request. Resources include:

- Assistance with financial aid.
- Study skills review prior to the start of the program through certified teachers.

- The Learning Resource System is available during normal school hours.
- The computer room is available when not in use for testing purposes and there is student computer access available in the Financial Aid Office.
- Student Lost and Found is located in the Adult Education Main Office area.

Students will receive a school gmail account for access to the digital/virtual Classroom Student Resource Center. This is a site for students to examine links and articles to assist with personal, school and professional resources.

Health Services

Health services are NOT provided at Choffin Career and Technical Center. The school also does NOT provide health insurance for students, but Accident, Injury, and Liability insurance are included in the tuition.

SECTION II - ADULT WORKFORCE TRAINING PROGRAMS

Career Certificate Programs and Costs

- Programs are 10 months in length. Students are awarded a Certificate of Completion upon graduating.
- Accredited by ACCSC.
- Students **must** complete the programs in their entirety to receive transcripts and certificates of completion.

*** Note: Surgical Technology **ONLY** - Starting with the 2024 - 2025 Cohort surgical technology students certificate will not be a stand alone certificate of completion. ALL CAAHEP accredited institutions **MUST** comply with the policy of surgical technology associate degree. As Choffin Career and Technical Center is a clock hour institution we have entered into a bi-lateral agreement with Kent State University to accept our clock hours under the state One year option and transfer those hours into 30 credit hours to complete the associates degree with Kent State University. Upon successful completion of both programs students will receive an Associate of Technical Study, Individualized Program. Please see the admissions office for more details. Students can attend Kent State University at its Main campus in Kent, Ohio or any of its regional branches. Regional branches have open enrollment. ***

Kent State University: Trumbull
4314 Mahoning Avenue NW
Warren, OH 44483
330-847-0571
trumbullinfo@kent.edu

Kent State University: East Liverpool
400 E. 4th Street
East Liverpool, Ohio 43920
330-385-3805
infocolumbiana@kent.edu

Kent State University: Salem
2491 St. Rt. 45 South
Salem, Ohio 44460
330-332-0361
infocolumbiana@kent.edu

All programs are in clock hours not in credit hours and divided into 3 terms.

- Dental Assisting Program
- Practical Nursing Program
- Surgical Technology Program

Course Objectives for Adult Education:

- Prepare students to successfully pass state and national credentials and certifications.
- To aid the student in gaining employment to enhance and enrich their quality of life.
- To train successful graduates to gain employment in their profession and therefore, emphasizing patient centered care.

Dental Assisting

ACCSC accredited and ADA CODA accredited

If you like helping people, enjoy working with your hands, have willingness to be versatile, and to assume responsibility for many different tasks, then Dental Assisting is the career for you. Choffin is one of two programs in the state of Ohio that has received National Accreditation by the Commission on Dental Accreditation of the American Dental Association. Our fully equipped dental clinic gives the student an opportunity to work hands-on directly with patient care.

Physical Requirements of a Dental Assistant

- a. See details of objects that are more than a few feet away.
- b. See differences between colors, shades, and brightness.
- c. Move two or more limbs together (for example, two arms, two legs, or one leg and one arm) while remaining in place.
- d. Bend, stretch, twist, or reach out.
- e. Use stomach and lower back muscles to support the body for long periods without getting tired.
- f. Focus on one source of sound and ignore others.
- g. Determine the distance between objects.
- h. Be physically active for long periods without getting tired or out of breath.
- i. Use muscles to lift, push, pull, or carry heavy objects.
- j. Use muscles for extended periods without getting tired.
- k. Coordinate movement of several parts of the body, such as arms and legs, while the body is moving.
- l. Make fast, repeated movements of fingers, hands, and wrists.
- m. Hear sounds and recognize the difference between them.

The curriculum meets the Ohio State Dental Board Standards for a certificate in Radiography and monitoring nitrous oxide. During the program, students will take the 3 components of the National Board Exam to become a Certified Dental Assistant (CDA). After obtaining the Certified Dental Assistant credential, the CDA is eligible to apply for a certificate in Coronal Polishing and Sealant Placement. This program is recognized by the Ohio Department of Higher Education as an approved technical program to transfer credit under the One-Year Option. The One-Year Option permits students who have completed approved technical programs and who hold one or more Chancellor-approved industry-recognized credentials to transfer up to 30 hours of technical credit to a public Ohio college or university. You may apply this credit toward the 30-credit technical requirement for an Associate of Technical Study (ATS) degree and may be able to complete the ATS degree in as few as two semesters of full-time non-technical coursework at a public Ohio college or university. Articulation into other programs such as Dental Hygiene is determined by the individual university. Universities that have worked with Choffin CTC in the past are: Youngstown State University Dental Hygiene Program, Case Western Reserve School of Dentistry EFDA Program, and Eastern Gateway Community College.

Dental Assisting Lab/Clinic - Room 346

Two offices, student computer station with 3 computers, fully equipped 28 -station lab, fully equipped 8 -chair clinical lab, 8 x-ray machines, 1 dark room, sterilization room, panoramic x-ray room, reception area for adult and child patients, supply room, conference room and student mailboxes, miscellaneous supplies used in dental clinics, offices, hospitals.

Dental Assisting - Classroom 313

28 student desks, smart board, overhead projector, dry erase board. (28 maximum students)

Program Dates: August to June- (10 month program) — 1131 Clock Hours

Program Days: Monday – Friday

Note: The Choffin Adult Catalog is subject to change without notice.

Time: Theory – 8:00 am – 3:00 pm. Clinical hours vary.

Tuition and Supply Fee: \$9740; One uniform included (additional uniforms are the responsibility of the student).

Maximum Number of students in Classroom—28

Maximum Number of students on each clinical site—1

Choffin CTC Practical Nursing Program

ACCSC Accreditation; Approval by the Ohio Board of Nursing

Licensed Practical Nurses (LPNs) are an integral and vital part of the healthcare team. LPNs provide nursing care to individuals and groups in a variety of settings. Such settings include but are not limited to: hospitals, long term care facilities, rehabilitation centers, physicians' offices, schools, clinics, hospice care centers, home care agencies, mental health and substance abuse treatment centers, medical durable goods suppliers, and dialysis clinics. LPN duties may include medication administration, initiation, administration, and maintenance of IV fluids, total hygiene care of individuals, obtaining and monitoring vital signs, obtaining laboratory specimens, assisting in performance of testing, patient teaching, and communication with the health care team verbally and through written and computer documentation. A genuine interest in assisting others is an important component to becoming a successful LPN.

Clinical experiences include acute and long-term care, rehabilitation, and community health sites. Occasional evening and weekend clinicals may be scheduled. Graduates of the program meet the Ohio Board of Nursing requirements for eligibility to take the National Council Licensure Exam for Practical Nursing (NCLEX-PN exam).

Physical Requirements of a Practical Nurse

- a. Sitting for a period of 1 hour at a time.
- b. Standing for a period of 1 hour at a time with a total of 7 hours.
- c. Walking up stairs and across various lengths of halls as determined by site to get to instructional areas.
- d. Lifting up to 50 lbs occasionally
- e. Lifting up to the limits established by OSHA for patient transfers.
- f. Demonstrate sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical that include bending, squatting, crawling, climbing, and reaching above shoulder level.

Practical Nursing Lab - Room 330

Simulation Lab, 5 bed skills lab, EKG machine, IV therapy stations, phlebotomy station, a variety of human anatomy models and mannequins, miscellaneous equipment and supplies used in healthcare settings; supply room, refrigerator, sink, coffee machine, tables and chairs, and student mailboxes.

Practical Nursing - Room 334/306A

60 student desks, Smart Board, overhead projector, dry erase board, Promethean Board.
(60 maximum students)

Program Dates: August to June- (10 month program) – 1159 clock hours

Program Days/Time: Monday –Friday, 7:30 am-3:00 pm. Clinical hours vary.

Tuition and Supply fee total: \$15,000; Two uniforms are included.

Maximum number of students in classroom—60

Maximum number students with clinical instructor—10

Note: The Choffin Adult Catalog is subject to change without notice.

Upon completion of the program, the student will receive a certificate from Choffin Practical Nursing Program (CPNP) and is eligible to take the National Council Licensure Examination – PN (NCLEX-PN) for licensure as an entry-level, licensed practical nurse. Licensure is dependent upon successful completion of the program, obtaining a current background check and passing the NCLEX-PN examination.

Surgical Technology

ACCSC Accreditation; CAAHEP Accredited

The primary functions of an entry-level surgical technologist are to anticipate the needs of the surgical patient, the surgeon and the operating team. A surgical technologist can work in a hospital, out-patient surgery centers, and as physicians' private scrub. Prior to completion of the program students are eligible to sit for the national certification exam, the National Board of Surgical Technologists and Surgical Assistants (NBSTSA) Certification Exam and upon passing obtain the credential of Certified Surgical Technologists (CST).

The Choffin Career and Technical Center Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accrediting Review Council on Education in Surgical Technology and Surgical Assisting

Physical Requirements of a Surgical Technologist

- a. Environment: Work is performed primarily in a standard classroom/lab setting with frequent interruptions and distractions; extended periods of time viewing computer monitors. The employee may be required to work or meet in the evenings and/or on weekends; may be required to work clinicals as needed.
- b. Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/lab setting; to stand or sit for prolonged periods of time; to lift, carry, push, and/or pull up to 10 lbs; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.
- c. Vision: See in the normal visual range with or without correction.

Surgical Technology Lab - Room 358 and 442

Two separate O.R. suites in skills lab, and sterile hand washing station, supply room, miscellaneous supplies found in operating rooms in hospital and surgery centers.

Surgical Technology Classroom - 358 and 443

Tables or desks to accommodate 25 students, overhead projector, dry erase board, Promethean Board, 2 offices. (25 maximum students).

Program Date: August to June- (10 month program)--1350 hours

Program Days: Monday – Friday (Time: 7:30 am-3:30 pm). Clinical hours vary.

Tuition and Supply Fee: \$13,926 One uniform is included.

Maximum Number of students in Classroom – 30.

Maximum Number of students at Clinical Site—variable from 2 to 8 (*as dictated by the facility*)

Surgical Technology Associate Degree (Articulation Agreement- Admission KSU)

Note: Starting the 2024-2025 class all students entering the Surgical Technology Program must have an associates degree through an accredited college or university. Choffin CTC Surgical Technology Program has an articulation agreement with Kent State University for students to pursue their associates degree. Transcripts

will be reviewed to determine entry. Students will not be licensed without at least an associates degree through an accredited university or college. It is up to the student to contact their chosen university or college regarding articulation.

GRADUATION REQUIREMENTS SUMMARY Choffin Career & Technical Center: Adult Education-Surgical Technology Certificate Program Kent State University: Associate of Technical Study, Individualized Program

Minimum Total Hours: 60 credit hours
Minimum Kent Core Hours: 15 credit hours
Residence Requirement: 15 passed hours in residence
Minimum Major GPA: 2.000
Minimum Overall GPA: 2.000

Students must successfully complete 15 credit hours of graded Kent State coursework required for the A.T.S. degree before receiving any college credit for industry recognized licensures, certifications, or diplomas.

Coursework Prerequisites

Prior to entering Choffin CTC: Adult Education - Surgical Technology Program, several prerequisites must be completed with at least a “C” average(or the prerequisite must be repeated) at an accredited college/university.

Prerequisites include:

- Anatomy and Physiology I.
- Anatomy and Physiology II.
- Medical Terminology.
- Introduction to Ethics
- First Year Experience
 - First Year Experience is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at the time of admission

Choffin CTC: Adult Education- Surgical Technology Program has entered into an articulation agreement with Kent State University to provide an ATS — Associate of Technical Study, Individualized Program degree.

If you have NO college credits, you should complete your prerequisites at Kent State University main or regional campuses. For associate degree programs, students must complete a minimum of 15 passed hours in residence. Passed hours comprise graded coursework, including those receiving an S (satisfactory) or Y (pass) grade. Credit earned by means of transfer courses does not count toward residence. Learn more about the Residence

Kent State University Costs

All costs associated to attend Kent State University are determined by the University and Financial Aid applies to that institution during the time of attendance. Choffin CTC Surgical Technology Certificate Program is separate and financial aid is determined by Choffin CTC as eligible. Financial aid applies for one institution during a fiscal year. Please refer to [College Affordability and Transparency Center](#) which contains information for students, parents, and policymakers about costs at America’s colleges.

SECTION III - ADMISSION POLICIES

Admission/Entrance Requirements

Prospective students are required to be 18 years of age or older by graduation from the programs (unless otherwise not required by the licensing agency) and provide proof of high school diploma or GED. The applicant must pass the required entrance exam for the specific program, interview process and/or other assessments identified for the program the applicant is interested in attending. The Student Enrollment Agreement must be reviewed and signed following the applicant's perusal of the CCTC Adult Catalog. A physical examination, certain immunizations, and BCI/FBI background checks are required for attendance. Additional requirements of the individual programs may include drug and alcohol screening, Hepatitis B vaccination, and Mantoux testing, etc. Covid vaccinations are required.

STUDENT ADMISSIONS POLICIES

Admission Requirements

Class size is limited and students are enrolled on a first-come, first served basis upon successful completion of paid admission fees, pre-entrance examinations, and all other admission requirements. Completion of necessary paperwork determines the date of official enrollment. All Adult Education students must have:

- Completed secondary education (high school or equivalent) prior to admission to Choffin Career and Technical Center;
- Met the required entrance exam scores for the individual program
- Participate in the interview process; and
- Completed all required steps in the admission process.

Applicants qualified for the program of choice will be granted admission and will be placed on the list for admission to the next available class according to the date the file is completed. Falsification of any student information submitted will be grounds for student termination.

Admission Process

- Submit your Application Form and \$30.00 Application Fee.
- Schedule a time to take the required entrance exam.
- Upon passage of the entrance exam,
- Interviews will be conducted
- Manual dexterity test - Surgical Technology ONLY
- Complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov to determine your eligibility for the Pell Grant and Federal Direct Student Loans.
 - Use School Code: 007473.
- Meet with Financial Aid officer
- Complete required BCI/FBI background check (Surgical Technology and Practical Nursing programs) after June 1. Dental Assisting at the beginning of second term.
- Receive preliminary requirement letter for admission to continue the application process.
- Submit the following documents to the school:
 - Valid government-issued photo identification (ID)
 - An official high school transcript, high school equivalency diploma/certificate.

- Finalize method of payment.
- Submit signed Enrollment Agreement.
- Complete any additional paperwork, submit any payment if required.
- Enrollment in the program is complete only when:
 - All required forms and documents have been completed including background checks for specific programs.
 - Required entrance exam scores have been met.
 - Method of payment has been finalized for the program. All prior balances must be paid in full for approved returning students.
 - Director of Adult Education signs the Enrollment Agreement.

**Students not meeting required entrance exam scores should speak with the Program Director or designee prior to retesting. Students are encouraged to learn more about free classes provided through Aspire. For more information on free Aspire classes contact Student Services, at 330-744-8720. Candidates for provisional entry will be contacted in writing by the Program Director with more information. Students entering the program provisionally will be required to take the Aspire tutorial courses and medical readiness course provided by the school.*

***Please note random drug tests are given throughout the year as required for clinicals. Failure of these tests can result in dismissal from programs.*

Criminal History/Background Checks/Drug Screen

A BCI/FBI check via fingerprinting is required of all students entering into the Practical Nursing or Surgical Technology programs at Choffin CTC. Dental Assisting students are required to have BCI/FBI checks via fingerprinting 3-4 months within the program. Note that certain felonious criminal records will exclude a student from the program if it directly impacts the effective implementation of program goals. In addition, results are shared with clinical sites and the site has the right to refuse student placements. If students are unable to be placed at a clinical site they will no longer be able to continue in the program as hours are required for graduation.

According to contractual agreements with clinical sites, students who have a criminal record in the last five (5) years may not be able to participate in clinical experiences. By law, health care providers are required to investigate the background of employees. Many offenses preclude people from obtaining employment in healthcare facilities. Compliance with the law is necessary so the Choffin CTC can assure the clinical sites that its students are not a risk to patients, staff, and visitors. The School also wants students to be able to sit for the licensure exam and to be employable upon graduation. Therefore, the expectation of the school is that all students maintain a clean criminal history status as it was upon admission in the programs. Failure to report any change of criminal history status may result in termination as it may impact the student's ability to participate in clinical sites and obtain a license. The Student Services Coordinator is available by appointment to discuss student concerns about this law. The final decision regarding taking any certification exam lies with the testing agency.

Choffin Career and Technical Center supports the concept of an Alcohol and Drug Free Workplace and prohibits the unlawful manufacture, distribution, possession, and use of a controlled substance on any property owned, leased or controlled by the school during any activity conducted, sponsored, authorized by or on behalf of Choffin Career and Technical Center. The school prohibits any form of on campus (or campus affiliated) use and/or possession of illegal drugs, drug paraphernalia, or alcoholic beverage by students, which is in direct violation of local, state, and federal law. Students found to be involved in any of these activities are subject to termination from the individual program.

These policies are in effect for affiliated agencies in which Choffin Career and Technical Center programs conduct clinical experiences. Therefore, it is the policy of Choffin Career and Technical Center that students enrolling in the Adult Education Programs submit to drug and alcohol screening that is conducted as a whole at a specified time and randomly throughout the academic year. This policy only authorizes drug and alcohol screening of students who voluntarily choose to enroll in the Adult Education programs. Students choosing not to participate in screening will be terminated as students will receive a failing grade due to failure to participate and complete required clinical rotations.

Provisional Entrance

A prospective student who has one deficient area on the pre-entrance assessments may be eligible for provisional entry if:

- Only one area of required exam is deficient and within a five points of entrance exam required score of acceptance. The student can retake the assessment as acceptable by the exam standards.
- Students are required to do remediation through Aspire at Eastern Gateway Community College or provide proof of remediation through a private certified educator or if a Choffin high school student remediates through Edmentum. The student must complete all preparation modules.
- Once all deficiencies are addressed, the provisional status is removed upon completion of remediation participation.

High School Evaluation Information and Foreign Diplomas

If the US DOE or the school questions the validity of the high school’s credentials, the institution will first check the “Unacceptable Proof of Graduation” list. If the high school is on that list it will be judged as unacceptable. If it is not on that list but the institution still questions the validity of the high school credential we will ask for a transcript from the high school showing classes completed and passed. If Choffin Career and Technical Center is still not satisfied as to the validity of the credential, we may contact the states’ Department of Education in which the school is located to ascertain if the high school is approved by the state.

If your diploma is from a foreign country you must:

1. Have the diploma translated into English
2. Once the diploma has been translated into English it must be reviewed by a credential evaluator to determine if it is equivalent to a U.S. diploma.
3. Students must submit the credential evaluator’s determination information in its original format.

A list of evaluators who belong to The National Association of Credential Evaluation Services can be found online at www.naces.org. This list is for your comparison and Choffin Career and Technical Center does not recommend one agency above another. Evaluators do charge for this service and it can take several weeks, so be sure to start this process early in your enrollment process. The final determination on the validity of high school credentials rests solely with Choffin Career and Technical Center.

Entrance Exams, Required Minimum Scores and Fees

| <u>Program</u> | <u>Test</u> | <u>Minimum Score</u> | <u>Fee</u> |
|-----------------------|--------------------|----------------------------------|-------------------|
| Dental Assisting | TABE | Reading: students must score 525 | \$20.00 |

| | | | |
|---------------------|------|--|----------------|
| Practical Nursing | TABE | Reading and Math 538 | \$20.00 |
| Surgical Technology | TABE | Reading and Math 538 | \$20.00 |
| | | Manual Dexterity: Screws 50%, Pins & Collars 50%, PTI-ODT Forms 80% | \$45.00 |

Payment must be made in the form of a money order, certified check or cash. (Please do not send cash through the mail.) **Money orders and certified checks should be made payable to: Youngstown City Schools (Please specify desired program in Memo line). Personal checks are not accepted.**

****For Dental Assisting applicants only:** The pre-entrance examination may be waived if the applicant possesses a baccalaureate degree from a University with an overall GPA of at least 2.50. Official transcripts must be on file.

Testing and Special Circumstances

Under special circumstances such as a transfer at the beginning of an academic year from another accredited program due to program closure, Choffin will accept assessments utilized by those accredited programs to enter Choffin’s programs, if those students were already accepted and approved by the previous program. Students will be accepted at the beginning of Choffin’s programs and will need to complete all aspects of the curriculum for credentialing. Determination of acceptance is upon the approval of the Adult Education Director and attainment of records from the previous institution.

Kent State University Program articulation agreement with surgical technology.

Students who have successfully completed the Kent State University minimum requirements of 2.0 GPA prior to entry into the surgical technology program will not be required to take the TABE entry exam. Students will need to successfully complete the interview process and dexterity test prior to entry into Kent State agreement with Choffin CTC for surgical technology.

STUDENT CHECKLIST FOR ADMISSION

First Steps...

1. Submit Application Form and \$30.00 Application Fee.
2. Schedule to take the entrance exam. Pay any applicable fee.
 1. Successfully pass entrance exam requirements.
(waived if successfully completed Kent State University requirements for associate's degree in agreement for surgical technology entry)
3. Complete the Interview Process
4. Successfully pass Dexterity test (Surgical Technology ONLY)
5. Submit transcripts and valid government ID
6. Schedule an appointment with Financial Aid (330-744-8703) to establish and finalize your method of payment

7. Complete your BCI/FBI background check (PN & ST)
8. Submit an official high school transcript, or high school equivalency diploma/certification
9. Meet program director or designee and tour school

Upon acceptance into the program...

1. Sign Enrollment Agreement.
2. Attend the mandatory Orientation.

Transfer of Credit

Applicants seeking admission with advanced standing (transfer of credit from other programs, specifically the armed forces) will be considered on a space-available basis and must meet the general admission requirements of Choffin Career and Technical Center Adult Education Program. Application and testing fees will be waived for all potential students on active military duty, veterans and spouses of active duty members or veterans. The potential student must provide a copy of a document issued by the armed forces showing that the potential student is a service member, veteran or spouse of a service member or veteran. Records of potential students seeking advanced placement due to experience in the Armed Forces of the United States, National Guard or in a reserve component will be reviewed by the Program director. The Program director will determine if the individual's military education and skills training is substantially equivalent in content, length, laboratory and/or clinical experience to the curriculum offered in the Adult Education program. Veteran admissions must also demonstrate competency of skills equivalent to those learned in the first term of the respective program.

1. Applicants seeking Advanced Standing Admission will **submit** the following documents prior to meeting with the Program Directors.
 - a. Complete an application for admission.
 - b. Submit a copy of pre-entrance examination scores. If unavailable, the applicant must take the pre-entrance examination and meet the standards of CCTC Adult Education admission policy.
 - c. Submit a high school transcript/GED
 - d. Submit an **Official Transcript** of previous education in the particular program.
 - Credit will be considered for grades of 80% or higher for each course including clinicals.
 - Previous education must be within the last two years.
 - Previous clinical hours (practical nursing) must total a minimum of 80 hours.
 - Absences from the previous program cannot exceed ten days.
 - Include a letter of recommendation from the Coordinator of the previous program.
2. If it cannot be determined by evaluation of submitted materials that an applicant has previously completed comparable objectives, the applicant will be required to pass challenge examinations with a score of 80% or higher. If courses being challenged have a clinical component, applicants will have to achieve satisfactory performance on a simulated clinical practicum.
3. Make an appointment with the Program Director no later than twelve weeks prior to the projected entry date.
4. Complete and pass a Criminal Records check.
5. If entering the Practical Nursing Program calculation of medications examination with a grade of 80% or higher.

6. Demonstrate competency in the particular program you are entering with skills evaluated by a faculty member.
7. When it has been determined by evaluation of submitted materials that an applicant has previously completed comparable objectives of courses and the applicant has met the criteria for entry, the student will be admitted as an “Advanced Standing Student”.
8. Advanced standing students:
 - a. enter the program after assessment and evaluation of the documentation and skill evaluation at a point no later than the second term.
 - b. must abide by all policies of Choffin Career and Technical Center-Adult Programs.
 - c. will have an allowable absence of seven (7) days for the remainder of the program. Absence in excess of seven (7) days results in termination.

VETERAN BENEFITS AND TRANSITIONS ACT OF 2018

In compliance with the Veteran Benefits and Transitions Act of 2018, any covered individual is permitted to attend or participate in his or her intended course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to education assistance under Chapter 31 or Chapter 33 of this title and ending on the earlier of the following dates:

- The date on which the secretary provides payment for such courses of education to such institutions.
- The date is 90 days after the date on which the educational institution certifies for tuition and fees following receipt from the student of such a certificate of eligibility.

Choffin CTC Adult Education will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 Veteran Benefits recipient borrow additional funds to cover the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. Applicable students are required to provide Choffin CTC Adult Education with documentation to ensure that he or she is entitled to the GI Bill® Benefits. The restriction on penalties would not apply in cases where the student owes additional payment to the school beyond the amount of tuition and fee payment from VA to the school.

SECTION IV - CONSUMER GENERAL DISCLOSURES & POLICIES

General Policies

Confirmation of Citizenship

All students applying for Federal Student Aid must be able to confirm their citizenship status with the Social Security Administration. The confirmation process is done when a student submits his/her FAFSA. The Federal processor performs a match with the SSA to confirm a student's citizenship status and social security number. If SSA cannot confirm citizenship status, a comment will appear on the student's SAR/ISIR.

Family Educational Rights & Privacy Act (FERPA) for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Choffin Career and Technical Center receives a request for access. A student should submit to the registrar, dean, head of the academic department, [or other appropriate official,] a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Choffin Career and Technical School to amend a record should write to the program director , clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Choffin Career and Technical Center decides not to amend the record as requested, Choffin Career and Technical Center will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Choffin Career and Technical Center discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Choffin Career and Technical Center discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes a person employed by the Choffin Career and Technical Center in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the Choffin Career and Technical Center who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Choffin Career and Technical Center.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Choffin Career and Technical Center to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office

U.S. Department of Education 400
Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Choffin Career and Technical Center whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

· To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

· In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

· To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

· To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

· To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

· To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

· To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

· Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))

· To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))

· To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

· To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Nondiscrimination and Equal Opportunity

Choffin Adult Education does hereby state that the career technical opportunities are offered without regard to race, color, origin, sex, disability, or age. Anyone with questions concerning criteria should contact the Human Resources for the Youngstown Board of Education at 474 Bennington Ave., Youngstown, Ohio 44503. Phone 330-744-6925 and fax 330-744-3657. A grievance procedure is available to those students in resolving complaints about alleged discrimination. A copy of the procedure is available from the Director of the CCTC.

Voter Registration

The U.S. Department of Education requests we make you aware of your voter rights and how to register to vote. To be eligible to vote in the next election in Ohio, you must be registered at least 30 days before the election date. You can register to vote through the County Board of Elections or at your local Ohio BMV office. Check your state website for online registration availability.

PROGRAM SPECIFIC POLICIES AND PROCEDURES

You will be provided a handbook that reflects policies and procedures specific for the program in which you are enrolled.

Tuition and Fees

Students must meet with the Financial Aid Coordinator prior to the start of classes. All tuition and fees must be paid, or an approved method of payment must be in place prior to the scheduled start date of a training program. *Note to all students participating in federal financial aid programs:* Any money due to Choffin Adult Education will be credited to their account directly from the Federal financial aid programs (Title IV), before any monies can be disbursed to the student.

Makeup Clinicals

Students requiring more than 2 makeup clinicals during non-scheduled clinical days will be charged a fee of \$40.00 per hour. Students can meet with the Program Director if a makeup is needed. For instance, a student has missed 2 clinical days due to a medical issue. There are two days within the calendar term that is not a scheduled student school day, but a work day for staff. The two clinical make-ups can be made at no additional cost to the student. If a student has missed more than 2 days the student will be charged \$40 per hour regardless of the day of the week.

If the clinical make-up has to occur during non-traditional school days such as the evenings, weekends or holidays, students will be charged \$40 per hour. For instance, a student has 2 clinical days to make-up and the only available days is over winter break. The winter break is a time that the instructors normally have off for holiday. Therefore, if the instructor agrees to the make-up times and days. The student will be charged by the hour. Payment for the make-up will be charged to the student's account or can be paid prior to the clinical make-up day. Students will be asked to sign a disclosure form informing them of their obligation of payment for additional services. All payments must be made prior to graduation. The policies and procedures regarding absences still apply.

All make-ups must be completed prior to graduation.

Weekend Classes

Weekend classes may be required to complete clinicals or for make-up clinical assignments. These classes will be arranged by the program director with the students. Additional fees will be assessed if a student needs to attend a Weekend class as a make-up.

Leave of Absence

Choffin Career & Technical Center does not grant an official leave of absence. Therefore, a student who is unable to attend classes for an extended period of time must *withdraw* from their program and reapply when circumstances allow for re-entry. All financial obligations must be met to reapply for admittance into the programs in future years. Financial obligations must be met within 30 days of withdrawal if the student seeks to hold a seat for the following academic year. Otherwise, readmittance is based upon availability and a zero fiscal balance.

Attendance Policy

The curriculum is designed to provide a comprehensive, sequential development of both knowledge and skills. We understand that absences may occur, but in order to prepare students for the workforce, the following absence policies have been adopted to coincide with the policies of area facilities. Allowable absences for the entire program are 10 days (including clinical days). **ABSENCES IN EXCESS OF 10 DAYS, 1 MINUTE RESULTS IN IMMEDIATE TERMINATION.**

Attendance Advisement

Attendance will be reviewed and students are advised if they are at risk for termination due to lack of continuous progress for program completion. Students will receive an advisement form when their attendance meets or exceeds 5 days. If a student misses over 10 days of lab and theory combined, before the academic year is over, the result is termination from the program (the school will notify the participating agencies to terminate payment of educational benefits).

TOTAL CLINICAL ABSENCES:

Allowable absences for Facility Observations and the Clinical Phase of the program are not cumulative and though the total allowable days missed for the entire year is 5 days. Clinicals **MUST** be made-up if allowed by the program. Make-up clinicals is an additional cost if beyond two days or if make-ups must occur outside our typical instructional hours (evenings, weekends, holidays, calendar breaks). Please defer to each program handbook for details regarding clinicals.

TARDY, EARLY LEAVE or ABSENT (Classroom and Lab):

A. TARDY: Tardy is defined as one (1) minute to a total of thirty (30) minutes late. Students will have 0.25 deducted from their attendance for each offense.

B. EARLY LEAVE: Is defined as a student who leaves class before dismissal from one (1) minute to a total of thirty (30) minutes. Students will have 0.25 deducted from their attendance for each offense.

C. HALF-DAY ABSENT: Is defined as a student who arrives or leaves early thirty-one (31) minutes to four (4) hours. Students will have 0.50 deducted from their attendance for each offense.

D. FULL DAY ABSENT: Is defined as a student who is not in attendance exceeding 4 hours (4 hours and 1 minute). Students will have 1.0 deducted from their attendance for each offense.

TARDY EARLY LEAVE or ABSENT (Clinical):

A. TARDY: Clinical Tardy is defined as one (1) to fifteen (15) minutes late. Students will have 0.25 deducted from their attendance for each offense.

B. EARLY LEAVE: Clinical Early Leave is defined as a student who leaves the clinical site one (1) to fifteen (15) early. Students will have 0.25 deducted from their attendance.

C. HALF DAY ABSENT: is defined as a student who arrives late or leaves early sixteen (16) minutes to 3.5 hours (3 hours and 30 minutes). Students will be deducted 0.50 from their attendance.

D. FULL DAY ABSENT: Is defined as a student who is not in attendance exceeding 3.5 hours (3 hours and 31 minutes). Students will be deducted 1.0 from their attendance.

***Specific programs may have additional criteria for clinical site attendance. Please refer to the program handbooks for details and converse with your program director. ***

REPORT OFF POLICY (TARDY, EARLY LEAVE or ABSENT)

CLASSROOM/LABS AND CLINICALS:

A. Students **MUST** report absence to the **Program Director** or designee if they are going to be absent/tardy/leave early **PRIOR** to the start of the Classroom or LAB day.

B. Students **MUST** report absence to the **instructor** if they are going to be absent/tardy/leave early **PRIOR** to the start of the Clinical day.

C. Students **MUST** arrive within 45 minutes of reporting Tardy, or they will be deducted a full **(1.0)** day absent.

D. Students who **DO NOT CALL OFF PRIOR** to the scheduled start time for Classroom, Lab or Clinicals will be assessed an **additional half-day absent and an advisement form.**

aa. Failure to report absence for a **second (2nd) time in the same term**, for any TARDY, EARLY LEAVE or ABSENT, the student will be assessed an **additional half-day absent as well as placed on probation for the remainder of the year.**

bb. Failure to report off for a **third time (3rd) in the same term**, for any TARDY, EARLY LEAVE or ABSENT, the student will be terminated from the program.

Excused Absence Policy

Choffin CTC has a 10% excused absence policy for programs up to 10 days. This means that the student may graduate with 90% of the required clock hours in the program as long as they have completed the competencies and met the excused absence criteria. The Program Manager will determine if an absence is considered excused or not and document it in Gradpro. Examples of Excused absence include, but not limited to, Student Illness or Bereavement. Stay in contact with your Program Manager for any specific course attendance requirements.

Student Illness

To protect the health and safety of the patients, students should NOT attend the Clinical Site ILL.

If a physician is consulted for an illness or injury, the student **MUST** bring a written report from the physician stating the diagnosis and **MUST** read “MAY RETURN TO CLASS AND CLINICAL SITE WITHOUT RESTRICTIONS”. An absence for illness that exceeds three (3) consecutive days requires a writing report from a physician when returning to class. Absences may not exceed the allowable ten (10) days regardless of reason due to the required clock hour restrictions for each program.

It is the responsibility of the student to complete any assignments, exams, lab skills that occurred during an extended illness.

BEREAVEMENT ABSENCE

When a death in the **IMMEDIATE FAMILY** occurs, the student must inform the Program Director/Coordinator and complete a Bereavement Form. Maximum allowable absence days are 3 days total for the academic year not per event. These days are outside the allowable 10 absent days for the entire program. Any days over the 3 days will be counted toward the allowable 10 days. All requirements of make-ups apply to any absence related to an absence because of bereavement. If a student does not make-up the requirements within the time frame designated by the program director then absence will be counted toward the 10 days of allowable absence for the year.

“IMMEDIATE FAMILY” (BLOOD RELATIVES) is interpreted to include the student’s spouse, child, stepchild, sibling, parents, grandparents, grandchild, and any BLOOD relative living in the same household as the student. Also, any person whom the student has primary legal responsibility. Upon return to school, the student must submit proof of death to the Program Coordinator.

Proof of death includes:

1. Document provided and signed by Funeral Director
2. Program from Services
3. Newspaper Obituary

Falsification of any information will result in IMMEDIATE TERMINATION.

Academic Progress

A satisfactory academic average is critical for students to be eligible to take licensing/certification exams and to participate in externships. Classroom performance is based upon classroom participation, lab, written work, tests and evaluations. Students who fall below the expected 75% (Dental and Surgical) or 80% (Practical Nursing) academic average during a term meet with their instructor for advisement. All faculty are available to advise students about grades, clinical performance and provide tutoring. Advisement is by appointment with faculty or the Program Directors of Practical Nursing, Dental Assisting or Surgical Technology. Students have the opportunity to converse with faculty and staff on a daily basis during instructional time. Please consult with program leaders for appointments or leave a message with the Adult education administrative assistant. Other times for talking with faculty can be arranged on an individual basis. If a student’s academic average does not improve in 30 days, it is recommended, through advisement, that the student withdraw and re-enter the next program year. If the student refuses to withdraw, the student is unable to continue and will be terminated from the program.

Re-entry

Choffin Career and Technical Center Adult Education programs are comprehensive, students are expected to start and complete his/her program within the 10 month, scheduled time frame. If a student withdraws and wishes to return to his/her program, he/she will need to wait for the new start date to re-apply. Withdrawn students who have submitted a re-entry request to Choffin Career and Technical Center prior to orientation of the next class and have a zero tuition account balance are permitted to re-enter the same program one time. (All requirements must be up to date including drug testing). All tuition balances need to be paid within 30 days of withdrawal.

Re-entry to programs at the start of the second term is applicable for students who successfully completed the first term according to the standards of the program. They also must have successfully completed all other requirements (current BCI/FBI checks, up to date immunizations, current CPR/First Aid certificates). All re-entry applications are subject to approval at the discretion of the Adult Education Director.

A student who becomes ineligible for aid will be responsible for paying all fees that were not covered by financial aid.

Change in major/Second major

Choffin Career and Technical Center Adult Education programs (Practical Nursing, Surgical Technology and Dental Assisting) are (10 month) clock hour programs and do not provide change in major or second major. (example) A student who is in Surgical Technology and wants to go into Practical Nursing would either have to complete Surgical Technology or withdraw from Surgical Technology and wait for Practical Nursing to start the following year.

GRADING POLICY

Dental Assisting

92% - 100% = A

Note: The Choffin Adult Catalog is subject to change without notice.

84% - 91% = B
75% - 83% = C
Less than 75% is Unacceptable and cause to be dismissed from program

Practical Nursing

94% - 100% = A
87% - 93% = B
80% - 86% = C
Less than 80% is Unacceptable and cause to be dismissed from program

Surgical Technology

93% - 100% = A
84% - 92% = B
75% - 83% = C
Less than 75% is Unacceptable and cause to be dismissed from program

I = Work incomplete, no credit given, points are taken off until work is completed

W = Withdrawn

A student must maintain a C average or 2.0 GPA to remain in a program.

Make-up Work

Students are required to make up missed assignments and are responsible for obtaining missed information. It is the student's responsibility to contact his/her instructor concerning make-up work and tests. Make-up work does not accomplish the same objective as actual classroom or lab time. Students are required to submit missed assignments on the next day he/she attends class. Late or missed tests may result in points subtracted from the test grade. (Refer to individual course handbooks.)

Grading Policy/Termination

Failure to comply with the grading and /or attendance policies will result in termination. Violating any of the school, clinical facility, or individual program policies can result in termination. Any student terminated will not be allowed readmission in the same program at a future date

Graduation Criteria

Receiving a certificate upon graduation requires that the student meet all the criteria of their program. Acceptable grades, attendance, laboratory and clinical skills as well as expectations of the individual programs and payment of all fees and debts to Choffin CTC Adult Education must be satisfied prior to receiving a certificate of completion.

Transcripts

An official copy of the student's record is issued to the student. Prospective employers or other institutions will receive transcripts only upon authorization by the student. Students must fill out an authorization form when requesting a transcript. Transcript requests will be processed as soon as possible, but at least five days should be allowed. A \$10 processing fee per transcript or student record requested will be charged

College/University One Year Option: Ohio Department of Education

The One-Year Option was established by House Bill 59 and allows graduates from Ohio Technical Center 900 or greater hour programs to earn a block of technical credit toward an Associates of Technical Studies. The goal of this initiative is to create a statewide agreement for awarding technical credit in addition to current statewide agreements such as Career Technical Assurance Guides (CTAGs). Students participating in Choffin CTC Adult Education Programs of Dental, LPN, and Surgical Tech. will earn 30 semester hours under the One Year Option upon transfer to a college or university.

EMPLOYMENT/CAREER SERVICES

Choffin CTC Adult Education provides opportunities for employment but does not guarantee employment for any student. Services such as resume writing, interviewing, and professional presentation skills are taught within the individual programs. Representatives from local employers and higher education meet with the students to encourage job placement and available continuing education. Employment opportunities and employable skills are discussed with each programs' Advisory Committees. Employment opportunities are posted in the individual departments as Choffin CTC Adult Education Programs when notified by potential employers. Choffin CTC Adult Programs employ a third party to verify employment of its graduates periodically as required by ACCSC.

Non-Discrimination Policy

In accordance with Title VI, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the School District's policy prohibits discrimination on the basis of sex, race, color, age, national origin, veteran status or disability in its educational programs, activities, services or employment policies.

CCTC will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual due to the inability to meet their financial obligations to CCTC due to delayed disbursement of funding from Dept. of Veterans Affairs under chapter 31 or 33. CCTC Adult Education provides admission to all qualified applicants regardless of age, religion/creed, and ethnic origin, marital status, race, gender/sex, veteran status or disability which does not interfere with attainment of program objectives.

STUDENT CODE OF CONDUCT

Choffin CTC Adult Education Programs strives to provide all students with the opportunity and motivation to learn. Students attending Choffin CTC Adult Education Programs have the right to educational opportunities free of disruption. This includes respecting the rights of others and being responsible for maintaining acceptable behaviors while attending school and school related activities, and to be responsible for the consequences of their actions. If the codes of conduct or security policies are violated, the student(s) will be terminated. The infraction may also result in prosecution by the law. When a student is terminated, the student cannot be on school property.

Misconduct off School Property

Students shall not engage in misconduct (1) that is off school property but that is connected to activities or incidents that have occurred on school property and (2) misconduct by a student that, regardless of where it occurs, is directed at a school official or employee or the property of a school official or employee.

Disruption/ Major Disruption

A student's behavior shall not cause or contribute to the disruption of any class or program approved by Choffin Career and Technical Center.

Vandalism /Damage

A student shall not vandalize or cause damage to public or private property. This includes defacement.

Inciting a fight /Fighting

A student shall not endanger another person's well-being (physically or mentally).

Tobacco/Electronic Cigarettes

Use of tobacco or any form of nicotine substance or vaping is not permitted in buildings. Instructors will inform students of designated smoking areas.

Disrespect/Insubordination / Failure to Comply

A student shall not fail to comply with reasonable requests of administrators, faculty, substitutes, or any other authorized school personnel, during the time when the student is under the jurisdiction of the school.

Harassment /Hazing

A student shall not threaten or participate in any act that degrades, disgraces, or tends to endanger the well-being of a student or employee of the school. Such acts are viewed as hazing or harassment. Some possible acts of the above include written or oral innuendoes; jokes; insults; disparaging remarks of gender, origin, religious beliefs, physical stature and disabilities; suggestive gestures; and unwanted bodily contact. Acts such as posting slurs on websites where students congregate or on web logs, sending abusive or threatening text or instant messages, using camera phones to embarrass or endanger the well-being of another are prohibited. Students using websites to circulate gossip, and rumors, cyber bullying, or any of the above shall result in termination and the student may not return to the program.

Profanity

A student shall not use profanity or obscene language or gestures, written or oral, in communication with any faculty member, student, authorized school personal or visitor.

Forgery/False Reporting

A student shall not alter, forge, or misuse school records or forms. Submitting any forged or altered documents or forms to school is a violation resulting in termination and the student may not return to the program.

Cell phone

It is the policy of the Choffin Career and Technical Center that at no time shall a student use a cell phone, or other technological communication device that may disrupt the learning environment or hinder the conduct of organizational business. Ringtones, notifications, and other audible sounds must be turned off while on campus. Students are not to engage in texting or other social communications while participating in the academic classroom or laboratory learning environment. Course instructors will determine whether a student's behavior is disruptive to the learning environment.

Cell phones MUST BE turned off and put away in a location outside the student's body during times of testing and test review. Use of such devices in the clinical setting must meet that institution's policy. Students are not permitted to record and/or video any parts or portions of the program or class without expressed consent of the instructor and without giving proper identification and credit to the instructor if consent is given. In which case, a recording agreement shall be signed. Incoming telephone messages will be relayed to students only in the event of an emergency. Students normally will not be called from class unless the situation warrants such action.

Cheating/Plagiarizing

A student shall not present someone else's work as one's own work in order to obtain a grade or credit. The result is termination and the student may not return to the program.

Computer Policy

A student shall not have access to the Internet without reading and signing the school's "Computer Use Policy" provided at orientation or prior to class start.

Extortion

A student shall not use or attempt to use an expressed or implied threat, violence, harassment, coercion or intimidation to obtain money or any other type of property belonging to another student or school employee. Such an act is extortion and the consequence is termination.

Classroom Rules/School Rules

In some instances, the classroom rules may be more demanding than the school rules. All students are to adhere to classroom rules.

Electronic Devices/Tablets/IPods/Any form of Transmitting Devices

Such items are not permitted during class time unless the instructor has given permission. Using an electronic device to record and or post on any form of social media, without permission will result in termination.

Trespassing

A student shall not be on school property without proper school personnel authorization. A student who has been terminated shall not enter onto school property. Such an act is trespassing.

Fraternizing with High School

Students shall not fraternize with high school students or staff.

Theft

A student shall not steal or benefit from the theft of any item or have unauthorized possession of any item. Choffin Adult Education is not responsible for any loss or destruction of personal property.

Drugs

A student shall not use/consume, have evidence of consumption/use, possess, distribute, and offer to sell or conceal any drug, narcotic, mind-altering substance and look-alike drug or paraphernalia.

Alcohol

A student shall not possess, use or consume or conceal any alcoholic beverage.

Choffin Career and Technical Center as a Federal Grant recipient and in accordance with the Drug-Free Workplace Act of 1989, prohibits the unlawful possession, use, or distribution of drugs, alcohol, and unlawful substances on school property.

Knives and other weapons

A student shall not possess, use, transmit or conceal a knife or any object that might be considered a dangerous weapon or instrument of violence, including look-alike weapons. "Knife" refers to any instrument that possesses a pointed or sharp – edged blade of metal or other ridged material that is designed or can be used for cutting, slicing, piercing or stabbing. This definition shall include, but is not limited to, straight razors, utility knives, box cutters, ice picks, pocket knives, and switchblades.

Firearms

Any student who brings a firearm on school property or to any school-sponsored activity will be terminated. A firearm, under the federal law, is defined as:

- Any weapon (including a starter gun) which is designed to or may be readily converted to expel a projectile by action of an explosive
- The frame or revolver of any such weapon
- Any firearm muffler or firearm silencer; or any destructive device, which includes, but is not limited to, any explosive, incendiary, poisonous gas, or other similar to the devices described above.

Other Violent Acts

Students shall not commit or be involved in violent acts that occur at or on school property or any other school program or activity (**i.e.**) **clinical**.

Laws

A student's conduct shall not violate federal, state, or local laws. A student who violates certain school rules should, therefore, understand that charges may be filed at any time. Termination may also occur.

Note: The Choffin Adult Catalog is subject to change without notice.

PLAN FOR ASSURING THE HEALTH & SAFETY OF THE INSTITUTION'S EMPLOYEES, STUDENTS & GUESTS

Objective

To provide procedures that ensure prompt and efficient handling of all accidents, sickness or emergency health care needs of students, staff, and guests.

Scope of Services

Although Choffin Career and Technical Center does not maintain a health services center, the health and safety of students, staff and guests is of primary concern. During the day our School Nurse and Nursing Instructors are Registered Nurses, virtually all programs, secondary and adult, receive training in CPR and AED use, and many are trained in first aid as well, and of the Public Safety programs in session the instructors are licensed Emergency Medical Technicians and Paramedics. First aid kits and eye wash stations are located in each laboratory. Buildings are equipped throughout with Automatic External Defibrillators (AED). In the event of a significant injury or illness emergency services (EMS, fire and police) are requested (911).

COVID-19 Statement

The COVID-19 or any other outbreak that occurs may cause public health guidelines to be implemented. Implementation of such guidelines at Choffin CTC can create unique challenges to our students and their instruction. Therefore, students will be expected to follow the most recent state mandated and/or local health department guidelines to provide for the health and safety of our entire organization. Please refer to Youngstown City School District health and safety guidelines for direction. Confer with the program directors or Adult Education director for clarity.

Illness/Injury Procedures

Students and staff who experience a minor illness during class should excuse themselves and return home after notifying the instructor or their immediate supervisor. Guests who become ill should also excuse themselves from their visit to the school and leave school property. If the ill student, staff member, or guest is not able to return home or leave school property on their own, arrangements will then be made for someone to pick them up at school. For students, staff and guests who become seriously ill and are in need of emergency care, the Safety Plan for that building becomes effective, the instructor or other staff member will immediately notify Building Security and call 911 for assistance using a school desk telephone, if possible. If a student or guest is injured in a laboratory or elsewhere on school premises, the injured person is to be given immediate attention. Only properly trained staff members may provide assistance to the injured person. In cases of serious injury where emergency care is needed, the instructor or another staff member will make immediate notification to 911 and to the Building's Main Office. Emergency contact information for students is maintained in the student's classroom by the Instructor and/or the Program Supervisor. Emergency contact information for staff is collected by the Adult Education Secretary and is accessible through each program's Supervisor.

Reporting & Investigating Accidents

All incidents resulting in serious injury or illness shall be reported immediately by completing the student Incident/Accident Injury Report form. Instructors and/or staff members are to complete the Incident/Accident Report form and submit the completed form to the Adult Workforce Development Director through their Program Supervisor for follow up. Program Supervisors will be responsible for follow up communication with Instructors.

Reports of injury and/or serious illness are reviewed by the appropriate Program Supervisor and the Choffin Career and Technical Center Director. The District Health and Safety Coordinator/ School Nurse and Program Supervisor will conduct an investigation of the incident to determine the cause, accountability,

system/equipment changes needed, and the need for updating illness/injury procedures. Copies of the injury and illness report will be kept on file in the Program Supervisor's office.

Emergency Procedures

The primary consideration in any emergency situation must be the safety of the students, staff and guests. To that end, all buildings in Youngstown City School District have a building-specific emergency plan that addresses Evacuation, Fire/Tornado/Lockdown drills, and response actions for specific incidents or emergency situations. All classrooms shall have instructions on the wall near the primary ingress/egress doorway that contains the emergency response actions. The written evacuation map indicates the current location and the primary emergency egress route.

Dissemination of Plan

Safety information is contained in the Student and Staff Handbooks. All students and staff receive a copy of their respective handbook and/or have access to them in the classroom or online. Students and staff wishing to provide input into the plan should share their comments with the Program Director and/or Adult Education Director. Detailed building-specific plans have been developed and are available in the office of the Adult Education Director, and in the main office of the building.

Plan Review

The Choffin CTC plan for the health and safety of students, staff, and guests is reviewed and evaluated approximately annually by the District Safety Officer in coordination with each Choffin administration and Safety Team. Operation & Maintenance Plan A copy of the full Operation & Maintenance Plan is available in the Adult Education Office, room 330 and the Custodial Office, located in room A-142 of the Choffin CTC building.

Emergency Warnings

Drills and Emergency protocol can vary based on your position in the building. Please ask an instructor for directions on what to do in the event of an emergency, whenever directives are not posted in your area.

Fire Drills

For fire, a steady intermittent tone coming over the public address system will occur. Directions for exiting the building are posted in each lab and each classroom. Your instructor will give further instructions. Leave the building quickly and quietly. Do not run. Wait until the signal is given to reenter the building and return directly to your classroom or lab.

Severe Weather Drills

In case of a tornado warning or severe weather, an irregular intermittent tone will be sounded over the P.A. system or verbal directions. Students must follow the directions of their instructor, move quickly, and crouch down by facing the wall avoiding areas of glass.

Automatic External Defibrillators (AED's)

They are located in the office areas of the High School and Adult Education Dental Department. Ohio Law states only trained personnel should operate the equipment.

Lock Down

During a stay-in-place lock down, students and staff will be alerted of the need to lock down over the public address system. Proper protocol is that classroom doors will be locked, lights turned off, and you are to move away from doors. Whenever possible, you will be notified over the public address system of any new information or developments. When it is determined it's safe to move, and an evacuation is in order, instructors will guide you to the rally point.

Search and Seizure

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of the law or school rules. A search may also be conducted with or without the student's consent. Random searches of district lockers, desks, and other property may also occur.

School Closing/Delays (Due to inclement weather)

For morning announcements on school delays and/or closings, go to the Youngstown City School District website and listen to/or watch your local new stations. For cancellations other than inclement weather, Choffin CTC Adult Education will not cancel. For ice and snow cancellations or weather related, Choffin CTC Adult Education will also cancel classes within the building. Students will have assignments via online to cover didactic and skills information. Students should contact their instructor and program director regarding attendance during clinical days. A late arrival may be determined by the program director.

Students should always exercise good judgment when determining whether it is safe to travel to class. Hours missed due to inclement weather may be required to be made up depending on the individual program policy or students financial aid status.

Facilities for Individuals with Disabilities

Accessible parking spaces and entrance/exit ramps are provided for individuals with disabilities needing access to Choffin Career and Technical Center. Adapted restroom facilities are available in various areas of the buildings.

Weapons and Dangerous Instruments

Ohio Law bars the conveyance or attempt to convey a firearm or other deadly weapon or dangerous ordinance in a school or a school safety zone except for Law Enforcement officers or officials. Students are prohibited from bringing firearms, knives, dangerous weapons or devices, or other dangerous ordinance onto school property, in a school safety zone, in any school vehicle, to any school sponsored activity or on any other property that is owned or controlled by the Board. This restriction also applies to weapons within a student's personal vehicle. Violation of this policy will result in disciplinary action and/or suspension and will be reported to the proper authorities.

Smoking/Tobacco Products

Adult students may use tobacco products in their vehicles or away from school property. Please respect our request that you keep this a SMOKE FREE BUILDING. Do not discard your cigarette butts onto the property.

DRUG PREVENTION PROGRAM

Drugs and Alcohol (Drug-Free School and Community Act of 1989)

Choffin Career and Technical Center is unequivocally opposed to the misuse of lawful drugs and the possession and use of unlawful drugs. Pursuant to the requirements of the Drug-Free School and Community Act Amendments of 1989 (PL 101-226), Choffin Career and Technical Center has adopted and implemented drug and alcohol policies and programs designed to prevent drug and alcohol problems within the organizational setting. These policies are aligned with Youngstown City School District Policies. The policies and programs are designed to identify problems at the earliest stage, motivate the affected individuals to seek help, and to direct the individual toward the best assistance available.

Student & Employee Compliance with Choffin Career and Technical Center Drug and Alcohol Policies

All Choffin Career and Technical Center students and employees are expected to abide by the terms of the school's policies. A student and/or employee found to be in possession or illegally using drugs and/or alcohol may be subject to appropriate sanctions. Such sanctions may include:

- Referral prosecution,
- Termination of employment, and/or
- Reprimand, probation, suspension or expulsion.

A disciplinary sanction may include the completion of an appropriate rehabilitation program. Students and employees are guaranteed due process.

Standards of Conduct

Choffin Career and Technical Center is committed to maintaining a building free of illegal drugs or the unlawful use of alcohol or illicit drugs. It is the policy of Choffin Career and Technical Center not to permit the possession, consumption, and sale of alcoholic beverage on building grounds in accordance with the laws of the State of Ohio, the regulations of the Ohio Department of Commerce, Division of Liquor Control (DOLC) and the policies of Choffin Career and Technical Center. Choffin Career and Technical Center has the responsibility of upholding federal, state, and local laws regarding the use of drugs and alcohol. Students who choose to possess or use unlawful drugs or misuse lawful drugs or alcohol subject themselves to both arrest and prosecution, and Choffin Career and Technical Center action.

Health Risks

Health effects of alcohol:

Alcohol is a central nervous system depressant that is rapidly absorbed from the stomach and small intestine into the bloodstream. A standard drink equals 0.6 ounces of pure ethanol, or 12 ounces of beer; 8 ounces of malt liquor; 5 ounces of wine; or 1.5 ounces (a "shot") of 80 proof distilled spirits or liquor (e.g., gin, rum, vodka or whiskey).

| Risks | Possible Health Effects |
|----------------|---|
| Intoxication | Intoxication can impair the brain function and motor skills. Intoxication increases the risk of death from car accidents, the leading cause of death of college-aged people. |
| Heavy Drinking | Heavy drinkers have a greater risk of liver disease, heart disease, sleep disorders, depression, stroke, bleeding from the stomach, STDs, and several types of cancer. They may have problems managing diabetes, high blood pressure, and other conditions. |
| Injuries | Drinking too much increases your chances of being injured or even killed. Alcohol is a factor, for example, in about 60% of fatal burn injuries, drowning and homicides; 50% of severe trauma injuries and sexual assaults; and 40% of fatal motor vehicle crashes, suicides and fatal falls. |
| | |
| Birth Defects | Drinking during pregnancy can cause brain damage and other serious |

| | |
|-----------------------|--|
| | problems in the baby. Because it is not yet known whether any amount of alcohol is safe for a developing baby, women who are pregnant or may become pregnant should not drink. |
| Alcohol Use Disorders | Alcoholism or alcohol dependence is a diagnosable disease characterized by a strong craving for alcohol, and/or continued use despite harm or personal injury. Alcohol abuse, which can lead to alcoholism, is a pattern of drinking that results in harm to one's health, relationships or ability to work. |

Health effects of commonly abused drugs (illegal or not used as prescribed):

| Category | Name | Possible Health Effects |
|--------------------------|---|--|
| Cannabinoids | Hashish; Marijuana | Cough; frequent respiratory infections; impaired memory and learning; increased heart rate; anxiety; panic attacks; tolerance; addiction. |
| Depressants | Barbiturates; Benzodiazepines (Ativan, Valium); Flunitrazepam (Rohypnol); GHB; Methaqualone (Quaalude) | Fatigue; confusion; impaired coordination, memory, judgment; addiction; respiratory depression and arrest; death. Barbiturates- depression; unusual excitement; fever; irritability; poor judgment; slurred speech; dizziness; life-threatening withdrawal. Benzodiazepines- dizziness. Flunitrazepam- visual and gastrointestinal disturbances; urinary retention; memory loss for the time under the drug's effects. GHB- drowsiness; nausea/vomiting, headache; loss of consciousness; loss of reflexes; seizures; coma; death. Methaqualone- depression; poor reflexes; slurred speech; coma. |
| Dissociative Anesthetics | Ketamine; PCP and analogs | Memory loss; numbness; nausea/vomiting. Ketamine- at high doses; delirium; depression; respiratory depression and arrest. PCP- possible decrease in blood pressure and heart rate; panic; aggression; violence/loss of appetite; depression. |
| Hallucinogens | LSD; Mescaline; Psilocybin; | Altered states of perception and feeling; nausea; persisting perception disorder (flashbacks). LSD and Mescaline- increased body temperature, heart rate, blood pressure; loss of appetite; sleeplessness; numbness; weakness; tremors. LSD- persistent mental disorders. Psilocybin- nervousness, paranoia. |
| Opioids and Morphine | Codeine (Rohitussin); | Nausea; constipation; confusion; sedation; respiratory depression and arrest; tolerance; |

| | | |
|-----------------|---|---|
| Derivative | Fentanyl (Duragesic); Heroin; Morphine; Opium; Oxycodone HCL; Hydrocodone; Bitartrate; Acetaminophen | addiction; unconsciousness; coma; death. Codeine- less analgesia, sedation, and respiratory depression than morphine. Heroin- Staggering gait |
| Stimulants | Amphetamine; Cocaine; MDMA; Methamphetamine; Methylphenidate; Nicotine | Rapid or irregular heart beat; reduced appetite; weight loss; heart failure; nervousness; insomnia. Amphetamine- rapid breathing/tremor; loss of coordination; irritability; anxiousness, restlessness; delirium; panic, paranoia; impulsive behavior; aggressiveness tolerance; addiction; psychosis. Cocaine- increased temperature/chest pain; respiratory failure; nausea; abdominal pain; strokes; seizures; headaches; malnutrition; panic attacks. MDMA- Mild hallucinogenic effects; increased tactile sensitivity; empathetic feelings/impaired memory and learning. Methamphetamine- aggression; violence; psychotic behavior/memory loss; cardiac and neurological damage; impaired memory and learning; tolerance; addiction. Nicotine- additional effects attributable to tobacco exposure; adverse pregnancy outcomes; chronic lung disease; cardiovascular disease; stroke; cancer; tolerance; addiction. |
| Other Compounds | Anabolic Steroids; Dextromethorphan; Inhalants | Steroids- Hypertension; blood clotting and cholesterol changes; liver cysts and cancer; hostility and aggression; acne; prostate cancer and other reproductive abnormalities. Dextromethorphan- Memory loss; numbness; nausea and vomiting. Inhalants- Unconsciousness; cramps; weight loss; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; sudden death. |

For more information visit <http://www.drugabuse.gov/DrugPages/DrugsofAbuse.html>.

DRUG ABUSE PREVENTION PROGRAM HELP CENTERS

Choffin Career and Technical Center utilizes the following services for individuals suffering from drug or alcohol abuse. In addition, please dial 211 for essential community services references other than those listed. In case of emergencies please call 911 for immediate help.

Note: The Choffin Adult Catalog is subject to change without notice.

Youngstown, OH Free Rehab Centers:

- [Meridian HealthCare - South Campus](#) - 550 West Chalmers Avenue, Youngstown, OH - 44511, (330) 746-7829
- [Meridian HealthCare - Boardman Campus](#) - 8255 South Avenue, Youngstown, OH - 44512, (330) 797-0070
- [Turning Point Counseling Services Inc](#) - 611 Belmont Avenue, Youngstown, OH - 44502, (330) 744-2991
- [Travco Behavioral Health Inc](#) - 8261 Market Street, Boardman, OH - 44512, (330) 286-0050
- [Community Counseling Center](#) - 2201 East State Street, Hermitage, PA - 16148, (724) 981-7141
- [Compass Behavioral Health](#) - 535 Marmion Ave., Youngstown, OH- 44502 (330)782-5664

Choffin Career and Technical Center Adult Education Programs also subscribes to the Drug Abuse Prevention Program adopted by the Youngstown City School District.

Choffin Career and Technical Center Student Sanctions

In cases of civil or criminal action against a Choffin Career and Technical Center student, Choffin Career and Technical Center does reserve the right, for educational purposes, to review any action taken by authorities. Choffin Career and Technical Center may, at its discretion, introduce further sanctions if the student's conduct has interfered with the Choffin Career and Technical Center exercise of its educational objectives or responsibilities to its members.

Youngstown City School District Board Policy 3122.01 - DRUG-FREE WORKPLACE

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which meets the requirements in the Drug-Free Workplace Act.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with District guidelines and the terms of collective bargaining agreements.

The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements but which also comply or do not interfere with collective bargaining agreements.

The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia as the term is defined by law, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with

Note: The Choffin Adult Catalog is subject to change without notice.

District guidelines and the terms of collective bargaining agreements.

The Superintendent shall establish guidelines that ensure compliance with this policy and that each staff member is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed, which comply with the terms of any negotiated agreement.

A student admitted to Choffin Career and Technical Center accepts the responsibility to conform to all Choffin Career and Technical Center rules and regulations. Proven failure to meet this obligation will justify appropriate disciplinary sanctions, including expulsion, disciplinary probation or reprimand, and termination from programs.

Local, State and Federal Laws and Sanctions

Applicable legal sanctions under local, state or federal law for the unlawful use, possession or distribution of illicit drugs or alcohol are set forth in the referenced laws and are available upon request from an Adult Education Supervisor.

Local State

Ohio Revised Code Chapter 2925 – Drug Offenses 3719 – Controlled Substances 4301 – Liquor Control Laws

Federal

Federal (Harrison) Narcotic Act Federal Narcotic Drugs Import and Export Act Federal Food Drug and Cosmetic Act Federal Alcohol Administration

These sanctions can include probation, fines, driver's license suspension, and/or incarceration. Future revisions, amendments, or additions to these or other applicable codes are incorporated into this policy by this reference.

Youngstown City School District Board Policy 5530 - DRUG PREVENTION

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Ohio statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. anabolic steroids;
- F. any substance that is a "look-alike" to any of the above.

The Board prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect on school grounds, on school vehicles, and/or at any school-sponsored event.

It further establishes a drug-free zone within 1000 feet of any facility used by the District for educational purposes.

The Superintendent shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools. Such guidelines shall:

- A. emphasize the prevention of drug use;
- B. provide for a comprehensive, age-appropriate, developmentally-based drug and alcohol education and prevention program which:
 - 1. addresses the legal, social, psychological, and health consequences of drug and alcohol use;
 - 2. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;
 - 3. assists students to develop skills to make responsible decisions about substance abuse and other important health issues;
 - 4. promotes positive emotional health, self-esteem, and respect for one's body;
 - 5. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education;
- C. include a statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- D. provide standards of conduct that are applicable to all students and which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity;
- E. include a clear statement that disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a description of those sanctions;

The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs.
- F. provide information about any drug and alcohol counseling and rehabilitation and reentry programs available to students and provide procedures to direct students and their parents to the appropriate programs;
- G. require that all parents and students be given a copy of the standards of conduct regarding the unlawful possession, use, or distribution of illicit drugs and alcohol by students;
- H. require the notification to parents and students that compliance with the standards of conduct is

mandatory;

- I. provide a biennial review of the School District's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced;
- J. provide for a student assistance program which includes guidelines for prevention, intervention, referral, treatment, and after-care. Such a program must be comprehensive in nature addressing all issues affecting students' academic, social, and emotional well being in the educational setting which may negatively affect behavior and interfere with their ability to learn;
- K. establish means for dealing with students suspected of drug use or suspected of possessing or distributing drugs in school and ensure that the District's policy and administrative guidelines on Search and Seizure Policy 5771 and AG 5771, Suspension and Expulsion Policy 5610 and AG 5610, and Permanent Exclusion Policy 5610.01 and AG 5610.01 are complied with fully.

The Superintendent shall establish administrative guidelines necessary to implement this policy. Such guidelines shall ensure that the proper notice regarding the use of anabolic steroids is posted in each of the District's locker rooms used by students in grades 7-12.

FEDERAL PENALTIES AND SANCTIONS FOR ILLEGAL POSSESSION OF A CONTROLLED SUBSTANCE

21.U.S.C. 844 (a)

1 st conviction: Up to 1 year imprisonment and fined at least \$1,000.00 but not more than \$100,000.00 or both

After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and fined at least \$2,500.00 but not more than \$250,000.00 or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least \$5,000.00 but not more than \$250,000.00 or both.

Special sentencing provisions for possession of crack cocaine: Mandatory at least 5 years in prison, not to exceed 20 years and fined up to \$250,000.00 or both if:

- A) 1 st conviction and the amount of crack possessed exceeds 5 grams.
- B) 2 nd crack conviction and the amount of crack possessed exceeds 3 grams.
- C) 3 rd or subsequent crack conviction and the amount of crack possessed exceeds 1 gram.

22. U.S.S. 853 (a) (2) and 881 (a) (7)

Forfeiture of personal and real property used to possess or to facilitate possessions of a controlled substance if that offense is punishable by more than 1-year imprisonment. (See special sentencing provisions re: crack) 21.

U.S.C. 881 (a) (4)

Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance.

21. U.S.C. 844 (a)

Civil fine of up to \$10,000.00 (Pending adoption of final regulations).

21. U.S.C. 853 (a)

Denial of Federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 1 year for 1st offense, up to 5 years for 2nd and subsequent offenses.

18. U.S.C. 922 (g)

Ineligible to receive or purchase a firearm.

Miscellaneous:

Revocation of certain Federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc., are vested within the authorities of individual Federal agencies.

STATE LAWS, PENALTIES AND SANCTIONS FOR DRUG OFFENSES

- 2925.02 Corrupting another with drugs.
- 2925.03 Trafficking, aggravated trafficking in drugs.
- 2925.04 Illegal manufacture of drugs – illegal cultivation of marihuana – methamphetamine offenses.
- 2925.041 Illegal assembly or possession of chemicals for manufacture of drugs.
- 2925.05 Funding, aggravated funding of drug or marihuana trafficking
- 2925.06 Illegal administration or distribution of anabolic steroids.
- 2925.09 Unapproved drugs – dangerous drug offenses involving livestock.
- 2925.11 Possession of controlled substances.
- 2925.12 Possessing drug abuse instruments.
- 2925.13 Permitting drug abuse.
- 2925.14 Drug paraphernalia
- 2925.22 Deception to obtain a dangerous drug
- 2925.23 Illegal processing of drug documents.
- 2925.24 Tampering with drug
- 2925.31 Abusing harmful intoxicants
- 2925.32 Trafficking in harmful intoxicants – improperly dispensing or distributing nitrous oxide
- 2925.33 Possessing nitrous oxide in motor vehicle
- 2925.36 Illegal dispensing of drug samples
- 2925.37 Counterfeit controlled substance offenses
- 2925.38 Notice of conviction of professionally licensed person sent to regulatory, licensing board or agency
- 2925.55 Unlawful purchase of pseudoephedrine product
- 2925.56 Unlawful sale of pseudoephedrine product
- 2925.57 Illegal pseudoephedrine product transaction scan
- 2925.58 Unlawful sale of pseudoephedrine product to minor – affirmative defense

Choffin CTC Adult Education Safety and Security (Clery Act)

Choffin CTC Adult Education is owned and operated by Youngstown City School District (YCSD). YCSD employs a state of Ohio certified, uniformed police officer with full police authority, that meets all state law enforcement standards and is granted their authority from the Ohio Revised Code (Section 3345.04). This Resource Officer responds to calls for service, enforces parking rules and regulations, patrols building grounds in a marked police vehicle and investigates criminal activity. When the Resource Officer is not in the building, Choffin CTC relies on the Youngstown Police Department for law enforcement services. For fire and other medical emergencies at Choffin CTC, the Youngstown Fire Department provides additional emergency medical and fire services. Choffin CTC Adult Education maintains a positive working relationship with all state and federal agencies throughout the area.

Choffin CTC Adult Education Programs are located within the Choffin CTC High School building. Choffin Adult Education programs follow the procedures and policies set forth for K-12 education institutions. The Youngstown City School District Board of Education has adopted policies that address the safety and security of staff and students. As students who attend the Choffin CTC Adult Education Programs are adults, the

parents of the adults do not need to be notified of circumstances except when participants are under the age of 18 or dual enrolled in the high school and adult programs.

Choffin Adult Education strives to provide a safe and secure building for all students and staff members. All students and staff are encouraged to report any and all suspicious building activity immediately upon witnessing the occurrence. The school is in operation from 7:30 am to 4:00 pm Monday through Friday. The building will be open to staff and students during these hours.

Security Awareness Programs for Students and Employees [34 CFR §668.46(b)(5)]

Choffin CTC Adult Education student services personnel, program directors and instructors welcome new students at the beginning of the academic year. During the first week of school policies and procedures of the Choffin CTC Adult Education Catalog and Program Student Handbook are reviewed, specifically in regard to student conduct and proper reporting procedures. Emphasis is placed upon Clery Act items related to security procedures and practices and Drug Abuse Prevention.

Youngstown City School District (YCSD) Human Resources office orientates all new employees during the onboarding process, the orientation is an overview of the YCSD and the many services available to its employees. In addition, each new employee is directed to the Employee Handbook found online, which includes the links to Ohio Ethics, the Ohio Revised Code for Schools, and Staff expectations. The Emergency Response Plan is kept at each building site including Choffin where emergency response drills are conducted. As the Emergency Operation Plan has confidential information it is only available in its entirety to staff. Each program director conducts orientation with new staff.

Students and staff are encouraged to be responsible for their own security and the security of others.

Plan Review

The Choffin CTC Adult Education plan for the health and safety of students, staff, and guests is reviewed and evaluated approximately annually by the District Safety Coordinator in coordination with the Safety Team: Director of Choffin CTC Adult Education, HR Executive Director, and Supervisor of School Clinic Nursing.

Controlled Access Doors and Surveillance Cameras

Choffin CTC Adult Education Programs strives to ensure the safety and security of all students, staff, and guests to the facilities while maintaining a positive and productive learning environment. Exterior doors are locked, and visitors must receive permission to enter by pressing a call button located outside the main doors. The person answering the call can view the visitor through a security camera feed. Visitors state their reason for entrance.

Visitors are required to stop at the front desk upon entering to sign in and receive a visitor's badge. Video surveillance cameras are placed throughout the buildings and school grounds. Actions recorded on these cameras may be used as evidence in disciplinary action and are for view by authorized school officials only. Any attempt to damage or interfere with the function of these devices will result in disciplinary action by the school and possible referral to local law enforcement agencies.

The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. Carefully weighing the rights of privacy of students and staff against the District's duty to maintain order and discipline, the Board authorizes the use of electronic surveillance systems.

Cameras

1. Cameras are not positioned in areas where individuals have a reasonable expectation of privacy.
2. Appropriate signs are posted in building entrances and at other locations deemed appropriate by the administration to inform visitors that electronic surveillance may occur on District property.
3. The use of cameras is subject to District policies concerning the confidentiality of student and staff records.
4. Surveillance cameras are used to promote the order, safety and security of students, staff and property.

Telephone Numbers by Agency Any Emergency – Call 911
(Dial “9” to reach an outside line)

| | |
|--|--------------|
| Youngstown City School District Security Officer | 330-744-6934 |
| Youngstown City School District Director of Operations | 330-744-6904 |
| Youngstown Police Department | 330-742-8900 |
| Gas - Dominion East Ohio | 800-362-7557 |
| Water - Youngstown Water Department | 330-742-8749 |
| Transportation - WRTA | 330-744-8431 |

Reporting Crime and Requesting Security Assistance

In the event of an emergency situation, call 9-1-1 immediately for assistance. Anyone observing or suspecting criminal activity will immediately report it to the instructor or Adult Education Director, who will immediately conduct an investigation and report the activity to the Youngstown Police Department and ask for their assistance. The Youngstown Police Department will investigate, determine facts and issues, and take action, which it feels necessary under their powers. A record of this report will be kept on file.

Students should use the following preventive measures to deter crime from occurring:

1. Keep cars locked.
2. Do not leave personal possessions unattended in the building.
3. Walk in pairs (groups) to vehicles when possible.
4. Be aware of your surroundings.
5. Know where to ask for help or get to the nearest phone in the building.
6. Report to school administration any restraining orders that a student may have been granted against another individual.

Procedure for Reporting Crimes

Choffin Career Technical Center (CCTC) is committed to creating and maintaining a professional, safe learning environment. To help accomplish this, we ask anyone who is a victim or witness to accurately and promptly report any instance of inappropriate or criminal conduct, violations of school rules and/or local state or federal laws to the Supervisor or Administrator on duty, Patrick Kelly, YCSD Security Officer or building security personnel designated by Mr. Kelly or the Youngstown Police Department (330-742-8900). If a victim of a crime is unable to make a report to the appropriate law enforcement agency the Supervisor, Administrator or security personnel will carry out prompt and accurate reporting of the crime to the appropriate law enforcement agency.

Any crime scene should be secured and evidence protected by the police. Do not disturb the scene. Upon their arrival police may photograph the scene and also photograph any injuries. If a weapon was used or any object used as a weapon, leave it in position and do not touch it. All contraband must be turned over to the police. Any person violating school policies by threatening and /or endangering a school employee or a fellow student will be immediately removed from class and reported to the Youngstown Police Department (YPD). CCTC shall make timely reports to the YCSD community on crimes considered to be a threat to other students and employees that are reported to security personnel or local law enforcement agencies. Such reports will withhold the names of victims as confidential, but will be provided to students and employees to aid in the prevention of similar occurrences. YPD will evaluate requests for confidentiality in the context of the institution's responsibility to provide a safe and secure environment. All reports received, including confidential reports, are to be included in the annual disclosure of crime statistics. CCTC will protect the confidentiality of victims by excluding identifying information about the victim from publicly available records to the extent permissible by law. School officials may apply sanctions in cases of criminal misconduct, which may include, but not limited to: suspension, termination, or restitution for school property damages.

District Security Authorities

Security Officer

Patrick Kelly

474 Bennington Ave; room# 148

Youngstown, Ohio 44505

Main office security: 330-744-8767

Programs Designed to Inform Students and Employees About Prevention of Crime [34 CFR §668.46(b)(6)]

Choffin CTC does not provide specific programming designed to inform students and staff about the prevention of crimes. Instead students and staff are directed to resources through posted flyers of community resources and provided the link to the Clery Center in the Google Classroom to access resources suggested for students and families. This catalog has statements regarding harassment and reporting processes within Choffin and the YCSD.

Staff has required online on-demand virtual training on the following topics: Human Trafficking Awareness, Sexual Harassment, Students Experiencing Homelessness: Awareness and Understanding, Threat Assessment, Youth Suicide: Awareness, Prevention and Postvention, Reasonable Suspicion for Drug and Alcohol Use, Dating Violence Identification and Prevention, and Sexual Misconduct Staff to Student.

Geographic Locations

On Campus is defined as (1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes; and (2) Any building or property that is within or reasonably contiguous to the area identified in (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students and supports institutional purposes.

Public Property Defined as all public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus or immediately adjacent to and accessible from campus.

Emergency Notification and Evacuations

Under the direction of the Superintendent of Youngstown City School District (YCSD), the Director of Adult Education or their designee, the school will initiate an immediate notification to the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of the campus community, unless the notification at that time will compromise efforts to contain the emergency. The YCSD Emergency Response Team, upon determining that a significant emergency or dangerous situation exists, will immediately disseminate emergency information to the affected parts of the campus community through the following methods or notification which include but are not limited to outdoor speakers (bullhorns), local radio stations, building coordinators, student management email system for students, staff and faculty, campus website, portable electronic signs and/or the mass email, text and phone emergency notification system. Evacuation schematics can be found in every building on campus. Assembly points are designated for each building, as well as for a campus evacuation. Evacuation drills of campus buildings are completed per State guidelines.

Communication is a critical part of incident management. This section outlines Choffin Career and Technical Centers emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, emergency responders, the community and media.

Applicable to Below Hazards

Note: The Choffin Adult Catalog is subject to change without notice.

Active Shooter
 Bomb Threat
 Bullying (HIB)
 Bus Accident
 Chemical Accident
 Civil Unrest
 Dam Failure
 Death
 Earthquake
 Explosion
 Fire
 Flood
 Gas Leak/Outage

Hostage
 Injury/Health Emergency
 Lost Child
 Medical: Blood borne pathogen
 Medical: Pandemic
 Nuclear Incident
 Power Outage
 Severe Storm/Tornado
 Sexual Assault/Abuse
 Terrorism
 Unidentified Substances/Illicit Drugs
 Water Outage/Restriction
 Winter Storm/Ice Storm

Methods of Communication

The below table indicates which method of communication is likely to be used to implement the functional content areas (left column). If the situation warrants or a communication method fails, additional methods should immediately be implemented.

| Methods of Communication | | | | | | | | | |
|--|--------|--------|-----------|-------------|-----------|--------------|------------------------|-------------------|-------|
| Functional Content Area (Protective Measures) | Phones | Radios | PA System | Cell Phones | Megaphone | Social Media | Computer alert pop ups | School wide email | Other |
| Close School | X | X | X | X | X | X | X | | |
| Drop, Cover, Hold On | | X | X | | | | | | |
| Emergency Communication | X | X | X | X | | X | X | X | |
| Evacuation | X | X | X | X | X | X | X | X | |
| Family Reunification | X | | | X | | X | X | X | |
| Lockdown | X | X | X | X | X | X | X | X | |
| Medical Response | | X | | | | | | | |
| Mental Health Services | X | | | X | | | | | |
| Rapid Assessment | | X | X | | | | | | |
| Reverse Evacuation | X | X | X | X | X | X | X | X | |
| Shelter-in-Place | | X | X | | | | | | |

*This table does not limit the school administrator from altering this plan if the incident requires different communication methods.

The school is aware of the following communication system limitations or deficiencies:

- Limited battery life of cell phones
- Limited battery life and broadcasting distance of radios

Priority of communication to recipients

1. Those directly involved in the incident
2. First responders
3. Policy group/superintendent/school administration
4. Media
5. Community

The emergency notification system is tested annually.

The communication office or public information officer has:

- a plan to address an influx of phone calls from students, staff and community members.
- templates for statements/press releases, the communication plan and media contacts at the major television, Internet and radio stations are maintained by the chief communications officer and located at the district office and a contact list of community partner Public Information Officers (PIOs).

During an Emergency

- Disseminate information via email, text, cell phone and school messenger system to inform students and staff about what is known to have happened.
- Radios and cell phones are used to communicate attendance/accountability status to Incident Command.
- Implement a plan to manage an influx of phone calls from the community
- Provide regular updates to the media and school community.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Coordinate media communications with relevant community partners through the Joint Information Center (JIC), if established.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene
- Identify injured and deceased and where they have been transported. Coordinate notifications with law enforcement and/or medical personnel.

Off-site Evacuation

An MOU is in place with both the primary and secondary evacuation locations.

Lockdown

Definition: Lockdown is used to secure all building occupants against a possible or known immediate threat to life. The steady state of a building requires that all exterior doors be locked.

Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school's security regulations.

They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.

Applicable to Below Hazards
Active Shooter
Civil Disturbance
Hostage
Injury/Health Emergency
Medical: Blood borne Pathogen
Terrorism

Lockdown Procedures

Initiation: Different levels of lockdown may be prudent depending on the situation. The School Incident Commander/Assistant Principal or designee will make an announcement declaring a level of lockdown using [the public address system, 2-way radio, telephone, etc.].

Level 1 – secured in building - no admittance to or exit from building

Level 2 – secured in classrooms – no movement in hallways
Level 2 – secured in classrooms – no movement in hallways

Level 3 - secured in place – no movement within classroom

Youngstown City School Board Policy

The Board of Education is committed to maintaining a safe and drug-free environment in all of the District's schools. The Board believes that school crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

Emergency Management Plan (EMP)

To that end, the Superintendent shall develop and adopt a comprehensive Emergency Management Plan (“EMP”) for each building under his/her control. In developing the EMP for each building, the Superintendent shall involve community law enforcement and safety officials (including, but not limited to, law enforcement, fire, emergency medical personnel, and any local divisions having county-wide emergency management), parents of students who are assigned to the building, and teachers and non teaching employees assigned to the building. Each EMP shall contain the name, title (if applicable), contact information, and signature of each person involved in development of the EMP.

In developing the EMP, the Superintendent shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety. The Superintendent shall further propose operating changes to promote the prevention of potentially dangerous problems and circumstances. The

Superintendent shall incorporate remediation strategies into the EMP for any building where documented safety problems have occurred.

Each EMP will consist of four (4) parts:

- A. A single document to address all hazards that may negatively impact the school; including but not limited to active shooter, hostage, bomb threat, act of terrorism, bullying, and any other natural or manmade events that the Superintendent knew or should have reasonably known about that compromise the health or safety of students, employees, administrators, or property. The document will include:
 - 1. a hazard identification and risk analysis (i.e., a process to identify hazards and assess the vulnerability associated with each);
 - 2. an all-hazards emergency operations plan organized around five (5) mission areas: prevention, protection, mitigation, response, and recovery;

The plan shall be compliant with the National Incident Management System (NIMS).

- 3. the access and functional needs of the students, teachers, and staff;
- 4. education for students, staff, and administrators to avoid, deter, or stop an imminent crime or safety issue, threatened or actual;
- 5. procedures for notifying law enforcement, fire, EMS, emergency management, mental health, and other outside experts who could assist in responding to and recovering from an emergency;

The plan shall be updated and revised at least every three (3) years from the previous date of compliance to reflect lessons learned and best practices to continually improve the plan. The emergency management test and actual emergencies at the school buildings will be a source for lessons learned.

- B. A floor plan unique to each floor of the building.
- C. A site plan that includes all building property and surrounding property.
- D. An emergency contact information sheet.

The Superintendent shall submit an electronic copy of each EMP s/he developed and adopted to the Ohio Department of Education (“ODE”) not less than once every three (3) years, whenever a major modification to the building requires changes to the procedures outlined in the EMP, and whenever the information on the emergency contact information sheet changes. No later than the date prescribed by ODE, the Superintendent shall also file a copy of the current, updated EMP with the following:

- A. each law enforcement agency that has jurisdiction over the school building; and
- B. upon request, the local fire department, emergency medical service organization, and county emergency management agency serve the area in which the building is located.

The Superintendent will also file copies of updated EMPs with ODE and the above agencies within ten (10) days after s/he adopts the revised EMPs.

The EMP is not a public record.

The Superintendent shall prepare and conduct at least one (1) annual emergency management test, in accordance with rules adopted by the Ohio Department of Education (ODE). By July 1st of every year, the Superintendent shall review the EMPs s/he previously developed and adopted, and certify in writing to the ODE that the EMPs are current and accurate.

The emergency management test must be a scheduled event; an actual emergency will not satisfy this requirement, even if an after-action report is produced. The emergency management test must be a tabletop, functional, or full-scale as defined in A.C. 3301-5-01, and each type shall be used once every three (3) years. It must include at least one (1) hazard from the hazard analysis in the EMP and at least one (1) functional content area. At least one (1) representative from law enforcement, fire, EMA, EMS, and/or behavioral health should be included.

Students may participate in the emergency management test at the discretion of the Principal. In deciding whether, and to what extent, to involve students in an emergency management test, the Principal should consider what benefit student inclusion in the emergency management test may have on the student population's preparation for an emergency and to enhance the safety of students in the building. The Principal shall also consider age-appropriate participation, guidance, and training in preparation for students' participation in the test.

Parental consent is required prior to student participation in the emergency management test.

The Superintendent shall submit an after-action report to the ODE no later than thirty (30) days after the emergency management test documenting the following: 1) date/time/weather/length of exercise; 2) the type of discussion/operations based exercise; 3) the scenario utilized; 4) the hazard(s) utilized (including safety data sheets, as appropriate); 5) the functional content area(s) utilized; and 6) the identification of at least three (3) strengths and at least three (3) improvement areas of the EMP discovered as a result of the emergency management test.

The Superintendent shall grant access to each school building under his/her control to law enforcement personnel and any local fire department, emergency medical service organization, and/or county emergency management agency that has requested a copy of the EMP, to enable such personnel and entities to conduct training sessions for responding to threats and emergency events affecting the school building. Such access shall be provided outside of student instructional hours and the Superintendent or designee shall be present in the building during the training sessions.

Prior to the opening day of each school year, the Superintendent shall inform each enrolled student and the student's parent/legal guardian of the procedures to be used to notify parents in the event of an emergency or a serious threat to safety. Any student enrolled in the school after the annual notification and their parent/legal guardian shall be notified upon enrollment. Also, see Policy 8420 - Emergency Situations at School.

Threat Assessment

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. The following threat assessment process is designed to be consistent with the process set forth in the joint U.S. Secret Service and U.S. Department of Education publication, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* for identifying, assessing, and managing students who may pose a threat. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and may include a school counselor, school psychologist, instructional personnel, and/or the School Resource Officer, where appropriate. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.

The Board authorizes the Superintendent to create guidelines for the purpose of:

- A. identifying team participants by position and role;
- B. requiring team participants to undergo appropriate training;
- C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;
- D. defining the types of information that may be gathered during the assessment;
- E. stating when and how parents/guardians of the student making the threat shall be notified and involved;
- F. designating the individuals (by position) who are responsible for gathering and investigating information;
- G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 - Student Records, and State and Federal law.

Safe and Drug-Free Schools

As a part of the EMP, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include (see also, Form 8330 F15 entitled Checklist of Policies and Guidelines Addressing Safe and Drug-Free Schools):

- A. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
- B. security procedures at school and while students are on the way to and from school;
- C. prevention activities that are designed to maintain safe, disciplined and drug-free environments;
- D. a code of conduct or policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - 1. allows a teacher to communicate effectively to all students in the class;
 - 2. allows all students in the class the opportunity to learn;
 - 3. has consequences that are fair, and developmentally appropriate;
 - 4. considers the student and the circumstances of the situation; and
 - 5. is enforced accordingly.

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered persistently dangerous as defined by State policy.

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the Superintendent shall convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have the choice option as provided in Policy 5113.02 and AG 5113.02.

In addition, the Superintendent shall convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

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Legal

R.C. 3313.536

A.C. 3301-5-01

Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended

20 U.S.C. 6301 et seq.

Public Law 107-110

Campus Policy Regarding Illegal Substances

The school strictly forbids the possession, use or sale of any alcoholic beverages and /or illegal drugs on campus. Students and staff members should report any knowledge of such activities to the appropriate school personnel (**main office security 330-744-8767**). Any infraction is cause for immediate termination. When appropriate, such infractions will be reported to legal authorities. Students receiving Title IV funds risk having funds revoked.

Violence Against Women Act

On March 7, 2013, President Barack Obama signed the Violence Against Women Reauthorization Act (VAWA), focusing on improving criminal justice response to violence against women. VAWA enhanced accountability for all Post-Secondary Schools to educate students and prevent gender based violence. Additional rights were afforded to campus victims of domestic violence, dating violence, sexual assault, and stalking. Compliance with these provisions does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. 1232g), the Family Educational rights and Privacy Act of 1974 (FERPA).

VAWA Offenses

Stalking: Means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety, safety of others, or suffer substantial emotional distress.

This also includes “cyber stalking” the use of e-mail, internet, instant messaging, social media, or use of any electronic devices to harass or abuse another person. All are a crime under Ohio law.

Domestic Violence: Means a felony or misdemeanor crime of violence committed by current or former spouse or intimate partner of the victim.

Dating Violence: Means violence committed by a person: who is or has been in a social relationship either romantic or intimate with the victim. The existence of such a relationship is determined based on the following factors: the length of the relationship, the type of relationship, and frequency of interaction between persons involved in the relationship.

Sexual Assault, Sexual Harassment, Stalking, Domestic Violence, Dating Violence

All persons associated with the District, including, but not limited to, the Board, the administration, the staff and the students are expected to conduct themselves at all times so as to provide an atmosphere free from incidents of sexual assault, sexual harassment, stalking, domestic violence and dating violence. Any incident, whether verbal or nonverbal, occurring inside or outside of Choffin CTC building or other property owned by CCTC, is illegal and unacceptable. Any person engaging in an incident while acting as a member of the school community is in violation of this policy.

Sexual Misconduct [34 CFR §668.46(b)(11)]

Sexual misconduct is a form of sex discrimination prohibited by Title IX. Choffin CTC is committed to eliminating any and all acts of sexual misconduct and discrimination on its campuses. As set forth in this policy, sexual misconduct includes dating violence, domestic violence, stalking, and sexual assault. Choffin CTC strictly prohibits these offenses.

Types of Sexual Assault and Violence Against Women

Rape- Rape Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including situations where drugs and/or alcohol impair the person’s ability to give full and free consent.

Forcible Sodomy- Oral or anal sexual intercourse with another person, forcibly and/or against that person’s will; or not forcibly against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Sexual Assault With An Object- The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Forcible Fondling -The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will; or, not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.

Incest- Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory- Non Forcible sexual intercourse with a person who is under the statutory age of consent.

Consent—an informed decision, freely given, made through mutually understandable words or actions that indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be given by an individual who is asleep; unconscious; or mentally or physically incapacitated, either through the effect of drugs or alcohol or for any other reason; or, is under duress, threat, coercion, or force. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent can be withdrawn at any time.

Dating Violence—violence against a person when the accuser and accused are dating, or who have dated, or who have or had a sexual relationship. “Dating” and “dated” do not include fraternization between two (2) individuals solely in a business or non-romantic social context. Violence includes, but is not necessarily limited to:

1. Inflicting, or attempting to inflict, physical injury on the accuser by other than accidental means;
2. Placing the accuser in fear of physical harm;
3. Physical restraint;
4. Malicious damage to the personal property of the accuser, including inflicting, or attempting to inflict, physical injury on any animal owned, possessed, leased, kept, or held by the accuser; or,
5. Placing a victim in fear of physical harm to any animal owned, possessed, leased, kept, or held by the accuser – TCA § 36-3-601(5)(c)

Domestic Violence Victim—violence against a person when the accuser and accused:

1. Are current or former spouses’
2. Live together or have lived together;
3. Are related by blood or adoption;
4. Are related or were formally related by marriage; or,
5. Are adult or minor children of a person in a relationship described above.

Domestic Violence – includes, but is not necessarily limited to:

1. Inflicting, or attempting to inflict, physical injury on the accuser by other than accidental means;
2. Placing the accuser in fear of physical harm;
3. Physical restraint;
4. Malicious damage to the personal property of the accuser, including inflicting, or attempting to inflict, physical injury on any animal owned, possessed, leased, kept, or held by the accuser; or,
5. Placing the accuser in fear of physical harm to any animal owned, possessed, leased, kept, or held by the accuser – TCA § 36-3-601

Sexual Assault—the nonconsensual sexual contact with the accuser by the accused, or the accused by the accuser when force or coercion is used to accomplish the act, the sexual contact is accomplished without consent of the accuser, and the accused knows or has reason to know at the time of the contact that the accuser did not or could not consent.

Sexual Misconduct—for the purposes of this policy, “sexual misconduct” is defined as dating violence, domestic violence, stalking, and sexual assault.

Stalking—a willful course of conduct involving repeated or continuing harassment of another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed, or molested, and that actually causes the accuser to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

Sexual Misconduct Educational Programs and Campaigns [34 CFR §668.46(b)(11)(i)]

Educational programming consists of primary prevention and awareness through information provided in the Google Classroom Student Resource Center, student request for information from student support personnel, and all incoming students orientation and new employees onboarding.

The Adult Education Catalog and ASR informs students and staff of:

1. Domestic violence, dating violence, sexual assault and stalking as prohibited conduct;
2. What behavior constitutes domestic violence, dating violence, sexual assault and stalking;
3. What behavior and actions constitute consent to sexual activity;
4. What safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault and stalking against a person other than the bystander;
5. Provides information on risk reduction so that students and employees may recognize warning signs of abusive behavior and how to avoid potential attacks; and
6. Provides an overview of information contained in the Annual Security Report in compliance with the Clery Act.

Staff has required online on-demand virtual training on the following topics: Human Trafficking Awareness, Sexual Harassment, Students Experiencing Homelessness: Awareness and Understanding, Threat Assessment, Youth Suicide: Awareness, Prevention and Postvention, Reasonable Suspicion for Drug and Alcohol Use, Dating Violence Identification and Prevention, and Sexual Misconduct Staff to Student.

CCTC Adult Education Process for Reporting Sexual Assault, Sexual Harassment, Stalking, Domestic Violence, Dating Violence

If you are a victim of a sexual assault, sexual harassment, stalking, domestic violence or dating violence at this institution, your first priority should be to get to a place of safety. You should obtain the necessary medical treatment even if you do not intend to report the assault. Prior to medical treatment/exam it is important not to bathe, or change one's clothes or disturb anything at the crime scene. Choffin Career and Technical Center strongly advocates that the victim or witness of any incident report the incident in a timely manner. Time is critical for evidence collection and preservation.

An incident that took place on campus should be reported directly to security personnel or the Administrator on duty in the Adult Education Office on the main floor. All reporting is on a voluntary and confidential basis. Filing the report does not obligate the victim to notify law enforcement authorities, prosecute, nor subject the victim to scrutiny or judgmental opinions from the school. When/if a report is filed the victim will be provided with a written explanation of his/her rights, resources and options. The school will assist the victim/survivor in notifying the proper law enforcement authorities if requested. Filing a police report will:

1. Ensure that a victim receives the necessary medical treatment and tests.
2. Provide the opportunity for preservation and collection of evidence helpful in prosecution, which cannot be obtained later.
3. Assure the victim has access to confidential counseling from specifically trained in the area of crisis intervention.

Victims or witnesses of sexual assault, domestic violence or dating violence should take steps to preserve evidence that may aid in obtaining a protective order or any administrative action or criminal prosecution that may result.

1. Provide the opportunity for preservation and collection of evidence helpful in prosecution, which cannot be obtained later.
2. Assure the victim has access to confidential counseling from specifically trained in the area of crisis intervention.

Victims or witnesses of sexual assault, domestic violence or dating violence should take steps to preserve evidence that may aid in obtaining a protective order or any administrative action or criminal prosecution that may result.

Choffin CTC prohibits all acts of dating violence, domestic violence, sexual assault, and stalking. If you are a bystander to these acts here are some options on how to intervene safely.

Bystander Intervention

The Clery Act defines bystander intervention as, "Safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene." (34 CFR 668.46(j)(2)(ii))

Bystanders play a critical role in the prevention of sexual and relationship violence. They are "individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up, or do something about it." We want to promote a culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. We may not always know what to do even if we want to help. Below is a list of some ways to be an active bystander. If you or someone else is in immediate danger, dial 911. This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.

1. Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask if they are ok.
2. Confront people who seclude, hit on, try to make out with, or have sex with people who are incapacitated.

3. Speak up when someone discusses plans to take sexual advantage of another person.
4. Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
5. Refer people to on- or off-campus resources for support in health, counseling, or with legal assistance.

Risk Reduction Strategies to Avoid Victimization

The following are some strategies to reduce one's risk of sexual assault or harassment:

1. Be aware of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
2. Try to avoid isolated areas. It is more difficult to get help if no one is around.
3. Walk with purpose. Even if you don't know where you are going, act like you do.
4. Trust your instincts. If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
5. Try not to load yourself down with packages or bags as this can make you appear more vulnerable.
6. Make sure your cell phone is with you and charged and that you have cash money.
7. Don't allow yourself to be isolated with someone you don't trust or someone you don't know.
8. Avoid putting music headphones in both ears so that you can be more aware of your surroundings, especially if you are walking alone.
9. When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
10. Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).
11. Don't leave your drink unattended while talking, dancing, using the restroom, or making a phone call. If you've left your drink alone, just get a new one.
12. Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
13. Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe

place immediately.

14. If you suspect you or a friend has been drugged, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.). Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).
15. If you need to get out of an uncomfortable or scary situation here are some things that you can try:

Remember that being in this situation is not your fault. You did not do anything wrong, it is the person who is making you uncomfortable that is to blame.

Be true to yourself. Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason. Do what feels right to you and what you are comfortable with.

Have a code word with your friends or family so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.

Lie. If you don't want to hurt the person's feelings it is better to lie and make up a reason to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or family member, not feeling well, having somewhere else that you need to be, etc.

16. Try to think of an escape route. How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
17. If you and/or the other person have been drinking, you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.

Campus Sexual Assault Victim's Bill of Rights

Additionally, through the United States Congress the "Campus Sexual Assault Victims' Bill of Rights" was enacted in 1992 as a part of the Higher Education Amendments of 1992 (Public Law: 102-325, section 486(c)).

This law requires that all colleges and universities (both public and private) participating in federal student aid programs afford sexual assault victims certain basic rights, which are outlined below.

- Accuser and accused must have the same opportunity to have others present.
- Both parties shall be informed of the outcome of any disciplinary proceeding.
- Survivors shall be informed of their options to notify law enforcement.
- Survivors shall be notified of counseling services.
- Survivors shall be notified of options for changing academic and living situations.

Complaints about schools that have failed to comply with this law should be made with the U.S. Department of Education.*

Procedures Victims Should Follow If a Sex Offense Occurs [34 CFR §668.46(b)(11)(ii)]

If you are a victim of a sexual assault, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment. Choffin CTC strongly advocates that a victim of sexual assault reports the incident in a timely manner. Time is a critical factor for evidence collection and preservation. An assault can be reported directly 9-1-1 or to a local law enforcement agency. If the victim wishes to make a confidential notification, the victim should follow the procedure outlined below for confidentially reporting sexual misconduct. The victim may be assisted by campus authorities in notifying local law enforcement. The victim should contact the Student Services Coordinator or the Director of Adult Education for assistance.

A victim has the right to decline to notify local law enforcement. However, filing a police report with a local law enforcement agency will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. Filing a police report will:

- ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;
- provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam); and
- ensure the victim has access to confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

When a victim of sexual misconduct presents to Choffin, the institution will provide information about the importance of preserving evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. Choffin CTC will also provide information on community resources available to victims and refer them to YCSD nursing coordinator . Choffin CTC will further provide written notification to victims about options for, and available assistance in, changing academic, and working situations. Note, Choffin CTC programs are clock hours programs that have class entry one time a year, other than clinical sites it will not be possible to change academic classrooms. Choffin CTC must make such accommodations if the victim requests them and they are reasonably available, regardless of whether the victim chooses to report the crime to local law enforcement.

Reporting Sexual Misconduct [34 CFR §668.46(b)(11)(ii)]

As a survivor of sexual assault on a college campus you have three options:

- You may report the sexual assault off campus to the local police and elect to participate in the criminal investigation and potential prosecution of the perpetrator; and/or
- You may report the sexual assault on campus to any responsible employee on campus to begin the campus process as outlined in your student handbook; or
- You may not report at all or through any official channels and just access support and services.

Report off campus – you can report off campus by calling local law enforcement directly or dialing 911 or seeking medical treatment off campus. You are not required to make a report to the police by

seeking medical attention, but be prepared for law enforcement to be called in and ask to interview you.

Report on campus – you can report on campus by disclosing the assault to any responsible employee on campus. Due to the increasing pressure on higher education institutions to address sexual assault, many are implementing policies to designate virtually every faculty and staff member as mandatory reporters. Reports made will not be kept confidential as they will be shared with the appropriate security personnel of YCSD. All staff at Choffin are mandatory reporters. There may call the anonymous national sexual assault hotline: 1-800-656-4673 to make a report. If you choose to call the “anonymous” hotline, and you wish to truly remain anonymous, be careful to not discuss any personally identifying information – which may include the exact time, place, and perpetrator of the assault.

After you report on campus, the process will vary depending on your institution. You can read your student handbook to figure out how things are handled at your school. Ultimately, your college is required to act to eliminate and remedy the harm of sexual violence on campus under Title IX.

Your rights include:

- The right to receive contact information about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available both on-campus and in the community
- The right to reasonable accommodations to continue your education from sexual violence and harassment. This may include changes to your academic schedule, living arrangements, transportation, or working situations to avoid a hostile environment. It can also include a campus issued no contact directive against the perpetrator.
- The right to a prompt, fair, and impartial investigation and resolution by trained officials.
- The school’s disciplinary process and the range of possible sanctions must be established and clear. Read the policy carefully as it may identify gatekeepers that could prevent your case from proceeding to an actual disciplinary board.
- The right to have an advisor of your choice present during an institutional disciplinary proceeding. This advisor may be an attorney, but it is important to remember that the campus proceeding is not a legal proceeding and the lawyer will not be afforded the same ability to represent you or speak on your behalf as he or she would in court. Also, all of the legal training that an attorney receives regarding court rules will not apply during your hearing.
- The perpetrator’s advisor will be similarly restrained.
- The right to receive a written decision of all disciplinary proceedings at the same time as the perpetrator.
- The right to be free from retaliation for filing a report with the institution. The school also has an obligation to take action to prevent retaliation for the perpetrator or third parties.

If you believe that your institution is not abiding by their requirement to provide you with a safe, educational environment free from sexual violence and sexual harassment, you can file a complaint with the U.S. Department of Education under the Campus SaVE Act, the Clery Act, and/or Title IX. You can file a formal complaint with the Clery Act Compliance Division by emailing clery@ed.gov. Your campus is required to have a Title IX compliance officer to receive your Title IX complaint. Check your student handbook or your school’s website for that person’s contact information and reporting options. Also, see NotAlone.gov’s website for reporting information.

Not to report at all – you can choose to not report the assault at all or just not to any person with official responsibilities to law enforcement or the institution. There are a number of reasons that survivors choose this option and if you do so, it is important that you plan how to access support and services so that your choice will be respected. You always have the right to access services off campus from unaffiliated rape crisis centers and hotlines in your area or nationally. If you are concerned about a report being made, call in anonymously from a blocked number first to ask if a report will be made to law enforcement or the institution.

Whether you report or not, support is available. Contact your local rape crisis center for additional confidential advocacy in Ohio.

Institutional Response to a Reported Sexual Assault, Sexual Harassment, Stalking, Domestic Violence or Dating Violence

The supervisor will assist the victim in notifying local law enforcement authorities if the victim so chooses. The victims may choose for the investigation to be pursued through the criminal justice system. Law enforcement officers will guide the victim through the available options and support the victim in his/her decision. All matters in regard to an incident, including the identity of both the charging party and the accused are kept confidential, to the extent possible. Assistance will be made available in changing academic or externship situations after an alleged incident, if requested by the victim and if these changes are reasonably available regardless of whether or not the victim chooses to report the crime to local law enforcement. If a student wishes to exercise this option, students should contact their Program Director.

The Campus Sex Crimes Prevention Act (CSCPA) of 2000 is a federal law that provides for tracking of convicted sex offenders enrolled at, or employed by institutions of higher education. Federal law requires state law enforcement agencies to provide institutions of higher education with a list of registered sex offenders who indicate that they are enrolled at or employed by those institutions. In addition, information on registered sex offenders is available at <https://www.mahoningcountyooh.gov/966/Sheriff>. The CSCPA further amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that concerning registered sex offenders. This statement is provided in compliance with the Campus Sex Crimes Prevention Act of 2000.

Protective Order

For information on obtaining an Order of Protection visit the Mahoning County Domestic Relations Court at [Domestic Relations Court | Mahoning County, OH \(mahoningcountyooh.gov\)](https://www.mahoningcountyooh.gov/966/Sheriff)

Resources for Victims of Sex Offenses

Counseling can assist victims in understanding and working through their reactions to dating violence, domestic violence, and stalking. By enhancing the victim's coping skills and ability to deal with the events, minimizing potential long-term effects of the events.

Here are some local and national resources:

Mercy Health Youngstown 330-746-7211
National Sexual Assault Hotline 1-800-656-4673
Compass Family Counseling Services 330-782-5664
Compass 24 hour Hotline 330-782-3936
Rape Crisis Center 330-782-5664
Beatitude House 330-744-3147

Note: The Choffin Adult Catalog is subject to change without notice.

Some Place Safe 330-393-3005
National Domestic Violence 1-800-799-7233
Rescue Mission 330-744-5486
Legal Aid 330-744-3196, or 1-866-584-2350

Investigation of Incidents Related Campus Sexual Assault

In the case of an alleged incident of dating violence, domestic violence, sexual assault, or stalking, Choffin CTC will provide a prompt, fair, and impartial process from initial investigation to final result following the processes and procedures set forth by YCSD Board policy 1662 Sexual Harassment.

1662 - ANTI-HARASSMENT YCSD Board Policy

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as "unlawful harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

The District will offer counseling services to any person found to have been subjected to unlawful harassment, and, where appropriate, the person(s) who committed the unlawful harassment.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

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Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;

- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.

- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching;
- G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
- H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.
- J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
- K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- L. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- M. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- N. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)"):

Aaron Adair

Human Resource Coordinator

Youngstown City School District

474 Bennington Avenue

Youngstown, Ohio 44505

Phone: (330) 744-8600~ Fax: (330) 744-5295

Email: Aaron.Adair@youngstown.k12.oh.us

Robert Kearns

Chief of Staff

20 W. Wood St.

Youngstown, Ohio 44503

330-744-6941

Youngstown, Ohio 44505

Rob.Kearns@youngstown.k12.oh.us

The names, titles, and contact information of these individuals will be published annually on the District's website and in the parent and staff handbooks.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the

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Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officers who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have been subjected to unlawful harassment or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights, the Ohio Civil Rights Commission ("OCRC") and/or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or Third Party who alleges unlawful harassment or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the allegedly harassing conduct is inappropriate and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.
- B. Distributing a copy of this policy as a reminder to the individuals in the school building or office where the Respondent works or attends.

- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint and, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District official, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer/designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer/designee, the Superintendent must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

The Complainant and Respondent will receive simultaneous notification, in writing, that provides the result of the disciplinary proceeding, appeal procedures, information about changes to the result, and notification of when results will become final.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a written decision as described above.

The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or Third

Party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and Third Parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint testified, assisted or participated or refused to

participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanction/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed professional staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Annual training is provided to all persons that will participate in investigations and/or proceedings. This training is led by the superintendent with assistance and guidance from the district attorney(s) and the local law enforcement agency.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its

discriminatory effects;

- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- N. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Available Counseling for Mental Health

Attending adult education classes can be one of the best times in a person's life. It is often a time of meeting new friends, having new experiences and discovering a new sense of freedom. For many though, this time is also met with a variety of new stresses and problems. Choffin CTC provides on-site career counseling but may make referrals to outside agencies for professional counseling for any student who needs help understanding the problems they are facing. Students work with a counselor to learn new ways to cope or make positive life changes. Students who take the time to speak with a professional counselor are often able to resolve their personal problems and feel better faster than if dealing with the problems by themselves.

Common Problems that Students often bring to a Counselor include:

- Feeling of being overwhelmed
- Adjusting to new responsibilities
- Managing time and/or procrastinating
- Lacking motivation
- Making decisions
- Relating with family, friends and/or significant others
- Test taking anxiety
- Feelings of sadness, loneliness or depression

- Eating, drinking or drug use behaviors that are of concern
- Coping with an illness
- Expressing anger appropriately

Students in crisis or who need immediate assistance can call 2-1-1 Help Hotline for counseling and crime victim assistance.

Definitions Crime Awareness

Criminal Offences and Hate Crimes

Larceny-Theft is the unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another.

Simple Assault: an unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

Intimidation: to unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

Destruction/Damage/Vandalism of Property: to willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it

Murder and Non-negligent Manslaughter: the willful (non-negligent) killing of one human being by another.

Manslaughter by Negligence: the killing of another person through gross negligence. (Does not include traffic fatalities.)

Robbery: the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Aggravated Assault: an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Burglary: the unlawful entry of a structure to commit a felony or a theft.

Motor Vehicle Theft: the theft or attempted theft of a motor vehicle.

Arson: any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Consent to Sexual Activity: Means actual agreement rather than merely submitting as a result of force or threat of force.

Sexual Assault: Means an offense classified as forcible or non-forcible sex offense under the uniform crimereporting system of the Federal Bureau of investigation. Asexual assault is any form of non-consensual

sexual activity, including all unwanted sexual acts from intimidation to touching various forms of penetration and rape.

Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Sexual Harassment: Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status; submission to or rejection of such conduct by an individual is used as basis for employment or academic decisions affecting such individual; such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance creating an intimidating, hostile, offensive environment for working or learning.

CRIME AWARENESS REPORT

The following information is provided and updated annually as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act.

| Criminal Offenses | On Campus | | | Public Property | | |
|-----------------------------------|-------------|-------------|-------------|-----------------|-------------|-------------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Murder/Non-negligent manslaughter | 0 | 0 | 0 | 0 | 0 | 0 |
| Manslaughter by Negligence | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory rape | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated assault | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor vehicle theft | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 |
| Hate Crimes | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Murder/Non-negligent manslaughter | 0 | 0 | 0 | 0 | 0 | 0 |
| Manslaughter by Negligence | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory rape | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated assault | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor vehicle theft | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 |
| Simple assault | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny-theft | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | 0 | 0 | 0 | 0 | 0 | 0 |

Note: The Choffin Adult Catalog is subject to change without notice.

| | | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| Destruction/damage/vandalism of property | 0 | 0 | 0 | 0 | 0 | 0 |
| VAWA Offences | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Domestic violence | 0 | 0 | 0 | 0 | 0 | 0 |
| Dating violence | 0 | 0 | 0 | 0 | 0 | 0 |
| Stalking | 0 | 0 | 0 | 0 | 0 | 0 |
| Arrests | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Weapons - carrying, possessing, etc... | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug abuse violations | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor law violations | 0 | 0 | 0 | 0 | 0 | 0 |
| Disciplinary Actions | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Weapons - carrying, possessing, etc... | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug abuse violations | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor law violations | 0 | 0 | 0 | 0 | 0 | 0 |
| Unfounded Crimes | 2020 | | 2021 | | 2022 | |

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Hate Crimes by Category of Bias

| Hate Crimes | On Campus | | | | | | | | | Public Property | | | | | | | | | |
|--|-----------|------|----------|--------------------|--------|-----------------|------------|-----------|-----------------|-----------------|------|----------|--------------------|--------|-----------------|------------|-----------|-----------------|---|
| | 2020 | | | | | | | | | 2020 | | | | | | | | | |
| | Total | Race | Religion | Sexual Orientation | Gender | Gender Identity | Disability | Ethnicity | National Origin | Total | Race | Religion | Sexual Orientation | Gender | Gender Identity | Disability | Ethnicity | National Origin | |
| Murder/Non-negligent manslaughter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Manslaughter by Negligence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor vehicle theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Simple assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny-theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Destruction/damage/vandalism of property | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hate Crimes | On Campus | | | | | | | | | Public Property | | | | | | | | | |
| | 2021 | | | | | | | | | 2021 | | | | | | | | | |
| | Total | Race | Religion | Sexual Orientation | Gender | Gender Identity | Disability | Ethnicity | National Origin | Total | Race | Religion | Sexual Orientation | Gender | Gender Identity | Disability | Ethnicity | National Origin | |
| Murder/Non-negligent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| | | | | | | | | | | | | | | | | | | |
|--|------------------|------|----------|--------------------|--------|-----------------|------------|-----------|-----------------|------------------------|------|----------|--------------------|--------|-----------------|------------|-----------|-----------------|
| manslaughter | | | | | | | | | | | | | | | | | | |
| Manslaughter by Negligence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor vehicle theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Simple assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny-theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Destruction/damage/vandalism of property | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hate Crimes | On Campus | | | | | | | | | Public Property | | | | | | | | |
| | 2022 | | | | | | | | | 2022 | | | | | | | | |
| | Total | Race | Religion | Sexual Orientation | Gender | Gender Identity | Disability | Ethnicity | National Origin | Total | Race | Religion | Sexual Orientation | Gender | Gender Identity | Disability | Ethnicity | National Origin |
| Murder/Non-negligent manslaughter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Manslaughter by Negligence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aggravated assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor vehicle theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Simple assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny-theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Destruction/damage/vandalism of property | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Clery Act Crime Log Report

[Clery Act Crime Log Report](#)

| Nature of Crime | Case# | Reported Date | Occurred Date | Location at Choffin CTC | Status | Clery Geography |
|-------------------|-------|---------------|---------------|-------------------------|--------|-----------------|
| No data to report | | | | | | |
| | | | | | | |

CLASS CANCELLATION POLICY

Choffin Career and Technical Center, Adult Education Program reserves the right to cancel, discontinue, postpone, or combine classes. Classes require a minimum enrollment and may be canceled due to insufficient enrollment.

School Closing

Occasionally school will be closed due to weather conditions or other emergency situations. If it becomes necessary to cancel adult classes, whether theory or clinical, refer to local television and radio stations for announcements. Instructors may use a phone call list to inform students of any adjustments. Check with your instructor. Choffin Career & Technical Center Adult Education will not call individual students. Students will be notified by the Program Director if classes will continue virtually. Students will need a laptop/tablet/PC in order to access daily curriculum.

SCHOOL POLICY AND PROCEDURE STATEMENT

Choffin Career and Technical Center reserves the right to change or add to school policies, rules or procedures whenever deemed necessary. All changes will be posted for students prior to their enforcement.

STUDENT DUE PROCESS RIGHTS

Students will have clearly established means by which administrative due process is available for the protection of the individual's rights. Due process procedures will conform to the following basic practices.

1. They must be fair.
2. They must apply equally to all.
3. They must be enforced in a fair manner, which involves:
 - a. Adequate and timely notice and an opportunity to prepare a defense.
 - b. An opportunity to be heard at a reasonable time and in a meaningful manner.
 - c. The right to a speedy and impartial hearing on the merits of the case.

STUDENT GRIEVANCE PROCEDURE: ACCREDITATION AND ODHE

The primary purpose of the grievance procedure is to secure, at the lowest possible level, solutions to grievances. Each student has the right to appeal or further discuss matters that have a direct effect on him/her. The grievance process must begin within two days of the complaint. The grievant **MUST** observe the following steps in sequence. If the following steps are not followed, the grievance is null and void. Step I must be initiated within two working days of the incident. Each additional step must be initiated within two -five (2-5) days following the outcome of the previous step. "Working Day" means a day in which school is in session. Throughout the grievance process, the grievant must continue in the program. Grievances regarding clinical behaviors may preclude the student from reporting to the clinical site. Clinical violations that are explicit to reasons for termination are **NOT** grievable. Students can only have a grievance issue with policies that are in violation of program policies. (grades, preclinical or clinical evaluations, or attendance are considered non-grievable).

Step I - Discussion with Instructor/Appropriate Staff Member

A student with a complaint will first discuss it with the appropriate person involved in the issue. After discussing the matter with the student, the appropriate instructor or

administrative officer shall verbally respond to the complaint within two (2) working days.

If the issue is not resolved, the grievant will fill out the Grievance Form which initiates the formal grievance process and submit it to the Program Director.

Step II - Discussion with Program Supervisor

If the student does not feel that the discussion with the instructor or staff member referred to in Step I has resolved the problem, he or she may file a written appeal with the same instructor or program director describing the cause for complaint. Such written appeal shall be filed within two (2) working days after the conference provided in Step I.

Upon receipt of the written appeal, the instructor or administrative officer shall, within five (5) working days submit a written response to the person filing such appeal.

Step III - Appeal to Director of Adult Education and/or Review Committee

If the person filing the appeal in Step II is not satisfied with the decision of the instructor or program director, a further written appeal may be filed with the Director of Adult Education. Such appeal must be submitted within two (2) working days after the receipt of the written response provided for in Step II.

When filing for the appeal the student can select to have the issue reviewed by the Director of Adult Education alone or include the assistance of a review committee. The Director of CCTC will then discuss the complaint with the Program Director before providing disposition of grievance. The committee will meet within five (5) working days of receipt of the appeal.

The review committee shall consist of the following:

1. The grievant
2. One representative from the student population selected by the grievant
 - a. the representative has a right to refuse selection/participation
3. The program director or designee is not available
4. One faculty member selected by the Program Director
5. The Director of Adult Education or Designee if not available

A written decision shall be rendered within five (5) working days after the conference and submitted to the person filing such appeal. All decisions rendered by the Director of Adult Education and/or Committee will be considered final.

Additional concerns or grievances regarding the individual programs may be addressed through the American Dental Association (www.ada.org), the Ohio Board of Nursing (www.nursing.ohio.gov), or the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), or the Ohio Department of Higher Education (www.ohiohighered.org), phone number (614) 466-6000, 25 S. Front St., Columbus, OH 43215

Accrediting Agencies Complaint Procedures

Choffin Career & Technical Center is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), which is recognized as an accrediting agency by the U.S. Department of Education. Schools accredited by ACCSC must have a procedure and operational plan for handling student complaints. If a student does not feel the school has adequately addressed a complaint or concern, the student may also consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be

kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
2101 Wilson BLVD, Suite 302
Arlington, VA 22201
(703)247-4212 www.accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained from the individual program handbooks or online at www.accsc.org.

ACCSC COMPLAINT REVIEW PROCESS FORM

Accrediting Commission of Career Schools and Colleges (ACCSC)

STUDENT COMPLAINT PROCEDURE

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career SchoolsColleges
2101 Wilson Boulevard,
Suite 302
Arlington, VA
22201
(703) 247 4212

www.accsc.org complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/StudentCorner/Complaints.aspx>

The following is an outline of the Commission's procedures for reviewing complaints (For further information on the Commission's procedures please refer to Section VI Rules of Process and Procedure, Standards of Accreditation)

1. All complaints that are reviewed by the Commission must be in written form and should include permission from the complainant for ACCSC to forward a copy of the complaint to the school. If permission is not included in the complaint letter, the Commission will forward a copy of the ACCSC Complaint Form requesting the complainant's permission. If complainant does not submit a signed complaint form the Commission, at its discretion, may not be able to process the complaint. Permission is not necessary for advertising complaints since advertising is considered public information.

2. The Commission will conduct an initial review of the complaint to determine whether the complaint sets forth information or allegations that reasonably suggest that a school may not be in compliance with ACCSC standards or requirements.

i. If additional information or clarification is required, the Commission will send a request to the complainant. If the requested information is not received within 30 days, the complaint may be considered abandoned and not investigated by ACCSC.

ii. If the Commission determines after the initial review of the complaint that the information or allegations do not reasonably suggest that a school may not be in compliance with ACCSC standards or requirements, the complaint may be considered closed and not investigated by ACCSC.

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iii. If the Commission determines after the initial review of the complaint that the information or allegations reasonably suggest that a school may not be in compliance with ACCSC standards or requirements, the Commission will forward the complaint to the school named in the complaint and will summarize the allegations, identify the ACCSC standards or requirements that the school allegedly violated, and allow the school an opportunity to respond. In the event that there is a pending on-site evaluation at the school, the on-site evaluation team and the school may be made aware of the complaint at any stage in this process. In all instances, the Commission will take the school's response to the complaint into consideration prior to rendering a decision.

3. In cases of advertising violations, the Commission will forward a copy of the advertisement to the school, citing the standard that may have been violated and requesting a response before a specific date.

4. If a news article or media broadcast carries a negative report on an ACCSC accredited school, the school is requested to respond to the statement(s) on or before a specific date.

5. The school will have an opportunity to submit a response to the complaint. The Commission will review the complaint and the response for compliance with accrediting standards and requirements.

6. If the Commission concludes that the allegations may establish a violation of ACCSC standards or requirements, the Commission will take appropriate action to require the school to achieve compliance as required and will send a letter to the complainant (and a copy to the school). A record of this file is maintained at the Commission's office.

7. If the Commission concludes that the allegations do not establish a violation of standards or requirements, The Commission will consider the complaint closed.

8. In all instances, the Commission will send a letter to the complainant and the school regarding the final disposition of the complaint and a record of the complaint will be kept on file at the Commission's office.

Ohio Department of Education (ODHE) Complaint Process

The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, the The Chancellor's staff will review submitted complaints and work with student complainants and institutions. <https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints>

How to Submit a Complaint

Please follow the steps outlined below to submit a complaint:

STEP 1

If a student has concerns related to classroom situations or administrative actions, he/she should contact the faculty or staff member(s) with whom there has been a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to STEP 2.

STEP 2

The student should file a complaint through the institution of higher education's established complaint process. Information on the process can usually be found in the institution's academic catalog, student handbook or website. If the student is unable to resolve the complaint in this manner, the student should contact the Ohio

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Department of Higher Education using the [online complaint form](#). Please note that the complaint must be received within two years of the completion of the institution's complaint process.

STEP 3

After receiving a complaint through the ODHE complaint form, the Chancellor's staff will review the submitted materials. If needed, the ODHE will contact the person submitting the complaint for any required additional information or clarifications. The Ohio Department of Higher Education will then send a copy of the complaint to the institution against which the complaint has been filed and ask for a response within three weeks. After receiving the college or university's response, the Chancellor's staff will determine whether the institution's student complaint process has been followed and exhausted and what additional steps or follow-up, if any, will be taken. The Chancellor's staff will inform both parties involved in the complaint of the outcome of our review in writing. Depending on the complexity of the complaint, most follow-up contact regarding the complaint will be completed within 4 to 6 weeks.

If the student's complaint is not resolved satisfactorily, or the complaint cannot be resolved through the institution's established complaint process, the student should contact the Ohio Department of Higher Education within two years of the completion of the institution's complaint process. A complaint form can be submitted online at <https://www.ohiohighered.org/students/complaints>

Ohio Department of Higher Education

25 South Front Street

Columbus, OH 43215

Phone: 614-466-600

Fax: 614-466-5866

hotline@highered.ohio.gov

According to the Ohio Department of Higher Education, submitted materials are reviewed by the Chancellor's staff, and, if needed, additional information is collected from the student submitting the complaint. A copy of the complaint will be sent to the institution against which the complaint was made for response. After reviewing all materials, the Chancellor's staff determines what additional steps, if any, will be taken. All parties are informed in writing of the review's outcome. Most state complaint procedures are complete within 4-6 weeks.

COMPLAINTS NOT UNDER THE CHANCELLOR'S JURISDICTION

Complaints filed more than two years after the incident

- Grade disputes
- Student conduct violations
- Criminal misconduct*

Note: The Choffin Adult Catalog is subject to change without notice.

- Violations of federal law*

*Complaints concerning criminal misconduct should be filed with local law enforcement.

*Complaints relating to violations of federal law should be filed directly with the federal agency having jurisdiction over the matter.

Credit: Ohio Department of Higher Education <https://www.ohiohighered.org/students/complaints>

-----No Other Information on This Page-----

Choffin/ACCSC Grievance Form

CHOFFIN CTC ADULT EDUCATION GRIEVANCE PROCEDURE FORM

PROGRAM OF STUDY _____

NAME OF GRIEVANT _____ DATE _____

DATE GRIEVANCE OCCURRED _____ CLASS # _____

DATE OF STEP I _____; (DISCUSSION WITH APPROPRIATE PERSON.)

DATE OF STEP II _____; (COMPLETION OF GRIEVANCE FORM AND DISCUSSION WITH PROGRAM DIRECTOR.)

DATE OF STEP III _____; (DISCUSSION WITH DIRECTOR OF CCTC AND/OR REVIEW COMMITTEE.)

DESCRIPTION OF GRIEVANCE AND INVOLVED PARTIES (CONTINUE ON BACK IF NEEDED)

I REQUEST TO INITIATE THE FORMAL GRIEVANCE PROCESS.

SIGNATURE OF GRIEVANT

DATE

SIGNATURE OF PROGRAM DIRECTOR

DATE

OUTCOME FOLLOWING STEP I _____

OUTCOME FOLLOWING STEP II _____

OUTCOME FOLLOWING STEP III _____

INDIVIDUAL PROGRAM - COURSE DESCRIPTIONS

DENTAL ASSISTING– COURSE DESCRIPTION

| TERM 1 | | | | |
|---|--|--------------|---------------------------------|--------------------|
| Name | Course Description | Theory Hours | Lab/Preclinical /Clinical Hours | Total Course Hours |
| DA 101 Dental Sciences | Head/Neck Anatomy, Restorative Procedures, Pharmacology, Anesthesia/Pain Control, Nitrous Oxide Monitoring, Tooth Morphology, Dental Materials 1, Oral Embryology/Histology, Microbiology/Disease Transmission | 73 | 56 | 124 |
| DA 201 Dental & Biomedical Sciences 1 | Infection Control & Sterilization, Prevention & Nutrition, Medical & Dental Emergencies and CPR, Oral & Written Communication, Basic Clinical Dentistry, Charting, Oral Diagnosis & Treatment Planning. | 99 | 9371 | 170 |
| DA 141 Lab/Preclinical /Clinical Sciences | Chair-side Assisting Procedures, Chair-side Assisting Materials, Laboratory Procedures & Materials & Dental Charting, Sterilization Procedures, Patient Care Procedures-Preclinical & Clinical. *All lab and clinical courses are taught simultaneously & student grades are calculated under this code | 0 | 0 | 0 |
| RA 170 Dental Radiology | Radiation Basics/ Equipment Film Processing/Technique Preclinical & Clinical | 31 | 46 | 77 |
| | Total Hours Term 1 | 2203 | 1168 | 371 |
| TERM 2 | | | | |
| Name | Course Description | Theory Hours | Lab/Preclinical /Clinical Hours | Total Course Hours |
| DA 102 Dental Sciences & Behavior Sciences | Dental Materials II, Endodontic, Oral & Maxillofacial Surgery/Dental Implants, Orthodontics, Pediatric Dentistry, Dental Specialties, Occupational Health & Safety, Fixed Prosthodontics, Coronal Polishing, Sealant Placement. Communications, Computer Technology, Business operating System, Financial Management, Marketing Your Skills. | 104 | 43 | 147 |
| DA 142 Lab/Preclinical /Clinical Sciences | Chair-side Assisting Materials, Laboratory Procedures, Dental Charting, Coronal Polishing, Sealant Placement, Patient Care Procedures. | 31 | 46 | 147 |
| RA 171 Dental Radiology | Normal Anatomy/ Viewing / Mounting, Occlusal & Localization Techniques, Extraoral & Digital interpretation/ Preclinical & Clinical Procedures. | 29 | 65 | 94 |
| | Total Hours Term 2 | 186 | 169 | 355 |
| TERM 3 | | | | |
| Name | Course Description | Theory Hours | Lab/Preclinical /Clinical Hours | Total Course Hours |
| DA 103 Dental / Science & Specialties | Oral Pathology, Periodontics, Review for Program Final Exams & National Board Review. National Board Testing | 102 | 0 | 102 |
| DA 143 Clinical Sciences | Clinical Externship Preclinical- Periodontal Pack | 0 | 303 | 303 |
| | Total Hours Term 3 | 126 | 329 | 405 |
| | TOTAL PROGRAM HOURS | | | 1131 |

PRACTICAL NURSING – COURSE DESCRIPTION

| TERM 1 | | | | |
|--|--|--------------|------------------------|--------------------|
| Name | Course Description | Theory Hours | Lab/ Clinical Hours | Total Course Hours |
| Foundations of Nursing Practice | <p>This course serves as the foundation for understanding the scope of practice for the practical nurse and functioning as an advocate for the health care consumer. Each component of our philosophy is discussed. The conceptual framework is introduced with physiological and psychosocial needs of individuals stressed. Content includes program policies, evolution of nursing, legal and ethical aspects of nursing, professional affiliations, trends, issues, and nursing education. Additional content is based on nursing sciences and includes: introduction to anatomy and physiology, basic chemistry, fluids, electrolytes, microbiology, immunology, mathematical concepts related to nursing and introduction to pharmacology and classification of drugs. The nursing process is introduced as it relates to health care delivery. Students will be given a mathematical concepts exam. The student must achieve 80% or greater on the math exam to proceed to Term II medication administration. If unsuccessful, a student will receive tutoring and must pass a math retest at 80% or greater before progressing to Term II.</p> | 119 | 0 | 119 |
| Nursing 1 | <p>The role of the practical nurse, using the first step of the nursing process for health across the lifespan is the basis of this course. The focus is on a holistic, health oriented approach to aid the practical nurse in contributing to the assessment of the individual throughout the lifespan. Techniques related to physical, cognitive and psychosocial development are utilized. Consideration is given to cultural diversity, economic, political, and religious aspects of the individual. Data is collected through observation, interview of the individual and/or family, diagnostic tests, and health history. Information on related health issues is explored. Potential areas of maladaptation are discussed as they relate to each area of developmental stage. Critical thinking is utilized to generate ideas about collected data. Laboratory hours correlate theory with practice. This course provides information to aid in the therapeutic management of the individual to meet health care needs across the life span. Grieving and the process of dying with dignity and solace are explored.</p> | 63 | 0 | 63 |

| | | | | |
|--|---|-----------|-----------|-----------|
| <p>Nursing I Clinical Labs</p> | <p>The beginning nursing labs focus on the personal care needs of individual. The students rotate through lab sessions to prepare them for the safe care of adult individuals. The first six nursing labs cover: personal care and bathing; obtaining vital signs accurately and understanding normal values from abnormal values; the use of transferring devices and ambulatory assistive devices safely and appropriately; the correct and appropriate use of restraints; understanding of and the proper care of devices of elimination (drains, ostomies and catheters) and obtaining specimens; the use of heat and cold therapies; the proper application and use of compression devices; oxygen administration; therapeutic communication techniques; and additional training as necessary for the safe and therapeutic care of individuals by a beginning nursing student. After additional theory instruction and following their first clinical assignment rotation, the students then will complete additional labs to focus on the use and insertion of gastrostomy, nasogastric tubes, infection control, the differences between aseptic technique and sterile technique and the role of the Licensed Practical Nurse in medication administration via multiple routes including enteral, parenteral, and percutaneous routes. Sterile dressing application, non sterile dressing changes, tracheostomy care, urinary catheterization, and ostomy care skills are taught. Students must demonstrate the ability and dexterity in the completion of these skills.</p> | <p>0</p> | <p>84</p> | <p>84</p> |
| <p>Therapeutic Management I</p> | <p>The focus of this course is on promoting, maintaining and restoring the individual to an optimal level of health throughout their lifespan. Based on collected data, emphasis is placed on planning, implementing and evaluating care to aid in restoring identified areas of maladaptation to physiological and psychosocial integrity or for care to maintain an optimal level of functioning health. Students will learn and utilize caring strategies, nursing skills, empathy, and critical thinking in the provision of safe and effective care. Students will be introduced to nutritional and pharmacological concepts needed to maintain a safe, effective care environment. Clinical experiences correlate theory with practice and affords students the opportunity for critical thinking.</p> | <p>91</p> | <p>0</p> | <p>91</p> |

| | | | | |
|---|---|------------|--------------|--------------|
| Therapeutic Management I Clinical Assignment | The Term I clinical assignment focuses on providing safe essential personal care to adult individuals in Long Term C. Students must perform safely and competently in providing personal care and nutritional needs, data collection, appropriate documentation, and therapeutic communication with patients. Students are expected to adhere to rules regarding attendance, proper attire, safe body mechanics and appropriate communication with staff, peers and instructor. Universal precautions, patient privacy concerns and personal responsibility are emphasized. | 0 | 71.5 | 71.5- |
| Total Hours Term 1 | | 273 | 155.5 | 428.5 |

| TERM 2 | | | | |
|-----------------------------------|---|---------------------|---------------------------|---------------------------|
| Name | Course Description | Theory Hours | Lab/Clinical Hours | Total Course Hours |
| Anatomy & Physiology 1 | This course is based on the physical and biological sciences. Content includes basic chemistry, fluid and electrolyte balance, cellular metabolism, the essentials of anatomy and physiology of the integumentary, nervous, gastrointestinal, circulatory, endocrine, musculo-skeletal, genitourinary, and respiratory systems including related terminology. This course serves as a foundation for recognizing adaptations and maladaptations to health. | 49 | 0 | 49 |
| Nursing II | This course focuses on contributing to the assessment of the integumentary, nervous, gastrointestinal, circulatory, musculoskeletal, genitourinary, endocrine, and respiratory systems. Emphasis is on a systematic approach to identifying maladaptations in the individual's health care status. The relationship between maladaptation assessments to nursing diagnosis and medical terminology/categories is discussed. Laboratory hours correlate theory with practice. This course provides information to aid in therapeutic management of the individual to meet health care needs throughout the life span. | 70 | 0 | 70 |
| Nursing II Clinical Labs | Term II Clinical Labs build on previously learned concepts such as the use of gastrostomy tubes, infection control, oxygen administration, the differences between aseptic technique and sterile technique and the role of the Licensed Practical Nurse in medication administration. These labs focus on the more specialized and exacting skills of medication administration through multiple routes including oral, enteral, parenteral (including intravenous) and percutaneous routes. Instruction is provided in basic EKG, tracheostomy care, and Phlebotomy. Intravenous Therapy instruction which meets the requirements set forth by | 0 | 63 | 63 |

| | | | | |
|--|---|------------|--------------|--------------|
| | Ohio Board of Nursing is provided. Twenty Lab hours are dedicated to Intravenous (IV) Therapy instruction. Intravenous initiation, maintenance, regulation and monitoring are among the skills taught. There is a skills test on the IV Therapy content which a student must pass at Satisfactory (Skills performance) to pass the IV skills portion of the Therapeutic Management II Intravenous Therapy course. Students must demonstrate the ability and dexterity to complete all skills taught in the Nursing II Clinical Lab environment | | | |
| Therapeutic Management II | Based on collected data, the focus of this course is on promoting maintaining and/or restoring the individual to an optimal level of health. Laboratory experiences correlate theory with practice. While maintaining and promoting adaptive areas, emphasis is placed on planning, implementing and evaluating care to aid in restoring identified areas of maladaptation to physiological and psychosocial integrity. Administration of medications and intravenous therapy are components of this course. Students will be given a written exam covering the intravenous therapy content and must score 80% or above. The IV skills portion of the instruction and testing is administered as part of the Nursing II Clinical Lab course. A student must pass both the written and skills portions of the IV testing to succeed in IV Therapy. If the student is unsuccessful in the written or skills testing, he/she must retest and be successful before proceeding to intravenous therapy at the clinical site. Nursing skills and pharmacological considerations related to identified needs are also included. Clinical experiences correlate theory with practice and affords students the opportunity for problem solving. | 77 | 0 | 77 |
| Therapeutic Management II Clinical Assignment | Clinical assignments in Term II offer a range of care sites for students to apply their learning from both theory and nursing lab. The students rotate between long term care sites, acute care sites, prisons, and schools. Students may participate in community events, such as, blood pressure screenings or Health Fairs. Students participate in activities and perform skills in which they had previously shown proficiency in the nursing lab environment. Safety, infection control, and patient privacy and the maintenance of patient dignity continue to be stressed. An understanding of how illness and healthcare affect the individual throughout the lifespan is an integral part of Term II. | | 162.5 | 162.5 |
| Total Hours Term 2 | | 196 | 225.5 | 421.5 |

| TERM 3 | | | | |
|------------------------------------|---------------------------|---------------------|---------------------------|---------------------------|
| Name | Course Description | Theory Hours | Lab/Clinical Hours | Total Course Hours |
| Anatomy & Physiology II | | 21 | 0 | 21 |

| | | | | |
|---|--|------------|------------|-------------|
| | This course is based on the physical and biological sciences. Content includes maternal child health, genetics, and essentials of anatomy and physiology of the reproductive, and sensory systems including related terminology. The essentials of anatomy and physiology variations as it relates to pediatric and mental health populations are discussed. This course serves as a foundation for recognizing adaptations and maladaptations to health. | | | |
| Nursing III | This course focuses on contributing to the assessment of mental health, maternal child health, and the reproductive, immune, sensory, and lymphatic systems. Emphasis is placed on assessing the interrelationship between systems as they impact on adaptation or maladaptation of the individual's health status. The relationship between maladaptation assessments to nursing diagnosis and medical terminology/categories is discussed. Assessment of available community resources is also included. This course provides information to aid in therapeutic management of the individual to meet health care needs throughout the life span. Professional roles in nursing and nursing leadership are examined. | 63 | 0 | 63 |
| Therapeutic Management III | Based on collected data, the focus of this course is placed on using the nursing process for provision and delegation of services for effective nursing care. Emphasis is on using nursing knowledge, skills and pharmacological considerations to aid in promoting, maintaining and restoring the individual to an optimal level of physiological and psychosocial integrity. Additional content includes current nursing issues, trends and review of rules/laws to prepare for licensure and employment. Clinical experience correlates theory with practice and affords students the opportunity for decision making and priority setting. | 43 | 0 | 43 |
| Therapeutic Management III Clinical Assignment | Term III requires the practical nursing students to integrate their knowledge and learning from the third term and previous terms regarding the biological, behavioral, social and nursing sciences to assist individuals in promoting, maintaining, and restoring health or accepting death with dignity and solace. Clinical sites are more specialized to allow for increased understanding of adaptation throughout the lifespan. The students rotate to an obstetrics site, an acute care hospital, to a pediatric floor at a children's hospital, to a skilled nursing facility to care for patients/residents who require tracheostomy/ventilator and other specialized care and to a long term care facility for leadership training and for transitioning from 'student' to 'nurse' experience. | 0 | 182 | 182 |
| Total Hours Term 3 | | 127 | 182 | 309 |
| Total course hours | | 596 | 563 | 1159 |

SURGICAL TECHNOLOGY – COURSE DESCRIPTION

| Term 1 | | | | | |
|---|---|--------------|-----|----------|-------------|
| Name | Course Description | Theory Hours | Lab | Clinical | Total Hours |
| Anatomy/Physiology/Pathology/Pathophysiology Medical Terminology I | This 48-hour course is based on the physical and biological sciences. Content includes the essentials of Anatomy (body structures), Physiology (function), and Pathophysiology (conditions, diseases, disorders) of the Integumentary, Digestive, and Reproductive Systems. To understand the composition of the Systems, Cell Structure, Basic Chemistry, and Body Organizations are incorporated into the Course. Medical Terminology is presented throughout this Course to introduce the word building techniques required to utilizing the elements to formulate the medical terms and definitions that relate to each System. | 40 | 8 | 0 | 48 |
| Behavior Science/Patient Care I | This 42-hour course is presented as an overview of surgical technology and the role of the surgical technologists including limitations and expectations of the Program. The aspects discussed include history, ethics, moral and legal issues, professional organizations, credentialing, and education. Additional content includes the policies of the Program, the Career Center, health care facilities, and the organizational charts of the School System, Program, Career Center, and Clinical Facilities. This course introduces the student to the expected roles of the surgical team, OR behavior, and conflict resolutions techniques. To enhance the knowledge base, study skills including note taking and exam taking skills is reviewed prior to the start of the primary courses. Communication techniques, interpersonal and cultural relations, workplace management, scope of practice, professional self-management, and standards of conduct are presented to ensure that the student is equipped with the tools to be successful upon entering the workplace. | 37 | 5 | 0 | 42 |
| Fundamentals/OR Preparation I | This 56-hour course is an introduction to the surgical technology profession and operating room environment during the three (3) operative phases (Pre-op, Intra-op, Post-op) of surgical procedures and it also includes all aspects of Wound Care and the Healing Process. The course includes Aseptic/Sterile Technique, methods and purpose of sterilization, disinfection, and antisepsis, basic OR equipment and supplies, care and handling of sterile supplies, developing lab skills, caring for the surgical patient, roles of team members, trauma and emergency protocol, organ procurement, and transplants, and handling death and dying issues. | 46 | 10 | 0 | 56 |
| Microbiology I | This 35-hour course introduces the history of Microbiology, the study of cell genetics, structure and growth process, pathogenic and non-pathogenic organisms, the infectious disease process, classification of microbes, and use of the microscope. | 35 | 0 | 0 | 35 |
| Pharmacology I | The 20-hour course introduces history of medication, math conversions and equations, approving agencies, laws and policies, development of medication, classifications, actions, | 20 | 0 | 0 | 20 |

| | | | | | |
|--------------------------------|--|-----|-----|------|-------|
| | care and handling of all medications, agents, and/or solutions, syringes and needles on the sterile field | | | | |
| Surgical Procedures I | This 49-hour course includes the sequence of events which occur during surgical procedures with emphasis on anatomy, indications for surgery, instrumentation, supplies and equipment, and expected outcomes | 39 | 10 | 0 | 49 |
| Technological Science I | This 20-hour course is divided into two (2) components that include Computer Science, Lasers, Robotics, and Electricity. The computer skills introduced to the student involve identifying the basic components of the systems, word processing, internet access, printing and saving information. The electricity component acquaints the student with the components of electricity, electrical flow, types of currents, and safety issues relating to handling electricity. Components of Lasers and Robotics, care and handling, safety issues, and procedures | 15 | 5 | 0 | 20 |
| Clinical Practicum I | Following assignment to the clinical sites, the student will rotate to the site for three (3) full days (22.5 hours) to begin practice as a member of the surgical team. | 0 | 0 | 22.5 | 22.5 |
| Lab Skills I | Students will be scheduled for 180 hours in the skills lab to learn, practice, and meet skill level of all required skills | 38 | 142 | 0 | 180 |
| Total hours for Term 1 | | 270 | 180 | 22.5 | 472.5 |

| Term 2 | | | | | |
|--|--|---------------------|------------|-----------------|--------------------|
| Name | Course Description | Theory Hours | Lab | Clinical | Total Hours |
| Anatomy & Physiology/ Medical Terminology II Pathophysiology II | This 60-hour course examines the physical and biological sciences that deal with the Skeletal/Muscular, Special Senses/Respiratory, and Urinary Systems. Identifies the word roots and basic elements that define the medical terms related to the Systems. | 50 | 10 | 0 | 60 |
| Anesthesia II | This 48-hour course relates the history and guidelines, principles of anesthesia management, types of medications and agents, methods of administrations, equipment and monitoring devices, complications, latex allergies, regional anesthesia, and protocol used to handle emergency situations. | 48 | 0 | 0 | 48 |
| Pharmacology II | This 42-hour course is taught concurrently with Anatomy & Physiology II and focuses on the pharmacodynamics as it relates to the Urinary, Special Senses, Skeletal/Muscular Systems. This course also examines the uses of antineoplastic agents used to treat cancer patients. | 42 | 0 | 0 | 42 |
| Surgical Procedures II. | This 157.5-hour course emphasizes the anatomy, indications for surgery, preparations, instrumentation, equipment, supplies, and expected outcomes of surgery performed on the following surgical services. | 130.5 | 27 | 0 | 157.5 |

| | | | | | |
|--------------------------------|---|-------|-------|-----|-------|
| Clinical Practicum II | Students rotate to the assigned clinical sites once (7.5 hours) to practice the skills reviewed and taught in the Skills Lab and implement those learned skills into practice as a 1 st scrub and 2 nd scrub meeting the graduation requirements to complete the program. | 0 | 0 | 7.5 | 7.5 |
| Lab Skills II | Students will be scheduled for hours in the skills lab to learn, practice, and meet skill level of all required skills | 37 | 150.5 | 0 | 187.5 |
| Total hours for term II | | 307.5 | 187.5 | 7.5 | 502.5 |

| Term 3 | | | | | |
|---|---|---------------------|--------------|-----------------|--------------------|
| Name | Course Description | Theory Hours | Lab | Clinical | Total Hours |
| Emergency Preparedness III | This 16-hour course prepares the learner to function as a member of the surgical team who delivers surgical intervention in the event of a disaster and/or terrorist attack. To ensure that the learner understands the importance of their actions during emergency situations, they are assigned an emergency procedure in the skills lab and evaluated regarding progress. | 10 | 6 | 0 | 16 |
| Certification Review/Job Readiness III | This 74- hour course will prepare the student for the employment process by introducing resume' writing techniques, interviewing techniques, locating employment, posting resume' online and completing applications. Discussions pertaining to the transitions that occur as the student begins practice as an Entry Level employee. | 60 | 14 | 0 | 74 |
| Clinical Practicum III | This 10-week (285-hour) phase of the program correlates theory with practice at the clinical sites. The student rotates throughout the surgical services while demonstrating a safe level of practice as a 1 st and 2 nd scrub meeting the requirements to complete the program | 0 | 0 | 285 | 285 |
| Total hours for Term III | | 70 | 20 | 285 | 375 |
| Total Program Hours | | 472.5 | 502.5 | 375 | 1350 |

SECTION V - FINANCIAL AID POLICY AND PROCEDURES

Choffin Career and Technical Center Adult Education Appendix A. 2023-2024 Financial Aid Policy and Procedures

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GENERAL INFORMATION

The information contained in the Financial Aid Policy and Procedures follows federal regulations located at 34 CFR Part 38, the most recently published Federal Student Aid Handbook as well as all guidance and forms from the Department of Education.

STATEMENT OF PRINCIPLES

The primary purpose of the Financial Aid Office shall be to provide financial assistance to accepted students who, without such aid, would be unable to attend Choffin Career and Technical Center.

Choffin Career and Technical Center Adult Education recognizes its obligation to assist students in realizing the national goal of quality educational opportunity. Choffin Career and Technical Center, therefore, works with schools, community groups and other educational institutions in support of this goal.

Parents of dependent adult students are expected to contribute according to their means, taking into account their income, assets, number of dependents and other relevant information. Independent students are expected to contribute from their own assets and earnings including appropriate borrowing against future earnings.

Financial aid will be offered to those that qualify for such aid. The amount of aid offered will not exceed the amount needed to offset the difference between the student's educational expenses and the family's resources according to the following formula: $\text{Cost of Attendance (COA)} - \text{Expected Family Contribution (EFC)} = \text{Financial Need}$.

Because the amount of financial assistance awarded reflects the economic circumstances of the student and his/her family, the school will refrain from any public announcements of the amount of aid awarded and encourage the student and others to respect the confidentiality of this information.

All documents, correspondence and conversations between and among the aid applicant, family and financial aid officer are confidential and entitled to the protection ordinarily arising from a counseling relationship.

CODE OF CONDUCT

Choffin CTC has implemented the following code of conduct for all officers, employees and agents of the school.

1. Student financial aid office duties will be conducted in an ethical and professional manner and in keeping with organizational policies and procedures as well as relevant federal, state and accreditation requirements.
2. Choffin CTC will provide counseling for students and parents and/or spouse who desire assistance in financial planning to meet educational expenses.
3. Neither the school or financial aid office will enter into any revenue sharing agreements with any lender.
4. Choffin CTC will not steer borrowers to particular lenders or delay loan certifications.
5. Choffin CTC will not offer funds for private loans to students in exchange for providing concessions or promises to the lender for a specific number of FSA loans, a specific loan volume or a preferred lender arrangement.

6. Choffin CTC will not accept gifts from a lender, guaranty agency or loan servicer other than gifts distributed from vendors to conference or workshop attendees.
7. Choffin CTC will not accept compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.
8. Choffin CTC officers, employees and agents are prohibited from accepting compensation to serve on an advisory board, commission or group established by a lender or guarantor except for reimbursement for reasonable expenses.
9. Choffin CTC will work to ensure that students are fully informed and able to make appropriate enrollment decisions without undue pressure.
10. Choffin CTC will only assist prospective students in the areas that fall within the purview of their position and will not assist prospective students in admissions testing or alter or falsify any enrollment documents or required test scores.
11. Choffin CTC will not make explicit or implicit promises of employment or exaggerated statements regarding employment or salary prospects to prospective students.
12. Choffin CTC will participate in relevant training provided by the school, state, federal and/or professional associations to enhance their skills as financial aid officers.
13. Choffin CTC will not assist prospective students in providing false or misleading information on any application.
14. Choffin CTC will not discredit other schools or influence any student to leave another school by falsely imputing to another school dishonorable conduct, inability to perform contracts or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, value or scope of another school's program of instruction of services or demeaning another school's students.
15. Choffin CTC will not provide false, erroneous or misleading statements made directly or indirectly to a student, prospective student, member of the public, an accrediting agency, state agency or the Department of Education.

CONFIDENTIALITY

Student financial aid records are considered confidential and hence are only available to authorized financial aid personnel for the purposes of making and maintaining financial aid awards.

STUDENT FINANCIAL AID RECORDS

Student financial aid records are kept on file at the Choffin Career and Technical Center following graduation. These records include, but are not limited to, attendance, grade reports, ISIR, supporting financial aid information and billing records. Financial aid records are maintained for a period of six (6) years.

Students may request in writing copies of their records or make an appointment to review records with the Financial Aid Officer in the Adult Education office. An appointment must be scheduled within two (2) school days of the student's request. The record must be reviewed in the presence of the Supervisor or designee. A student may have a representative review the record with him/her. The student must sign a release prior to the file review.

FRAUD

Students, parents or other individuals who purposely give false or misleading information to fraudulently obtain federal student aid may be fined, sentenced to jail or both. If misreported information or altered documentation is suspected, the submitting parties will be asked to resubmit accurate, unaltered documentation for verification. If the parties do not wish to resubmit, they must

present in writing a signed letter stating the information and/or documentation they are providing is accurate, complete and without alterations.

Choffin CTC will refer to the Education Department's Office of Inspector General (OIG) any credible information indicating that an applicant for federal student aid may have engaged in fraud or other criminal misconduct in connection with his or her application. Common misconduct includes false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures or certifications and false statements of income. Any evidence will be provided to the OIG.

ELECTRONIC NOTIFICATION AND AUTHORIZATION DISCLOSURE

Choffin Career and Technical Center will utilize a secure electronic process to provide notices, make disclosures and collect authorizations from students. Information to be disclosed includes admissions, financial aid offers, enrollment information, disbursement notices, verification requests, credit balance notices and other information as determined. Choffin CTC will utilize DocuSign and GradPro, along with Regent Financial Aid Software sending electronic email communications to students for information dissemination..

Upon request, individuals are entitled to a paper copy of any notice, disclosure or authorization provided by Choffin CTC. To request a paper copy, students may contact Choffin CTC at 330-744-8700.

TYPES OF FINANCIAL AID AVAILABLE

Choffin Career and Technical Center participates in the following U.S. Department of Education Title IV federal student aid programs: Federal Pell Grant, William D. Ford Federal Direct Loans and Parent Plus.

Pell Grant

The Pell Grant provides financial aid that does not have to be repaid. The Pell Grant is awarded to those who qualify based on the student's financial need. Any student wishing to receive a Federal Pell Grant must meet the eligibility requirements established by the U.S. Department of Education. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. Students with a Bachelor's Degree are not eligible for a Pell Grant.

The Consolidated Appropriations Act, 2012 (Public Law 112-74) significantly impacted the Pell Grant Program. Beginning July 1, 2012, students are limited to six full school years or 600% of Pell Grant eligibility during their lifetime. This affects all students regardless of when or where they received their first Pell Grant. Students who have already used 600% of their Pell Grant eligibility will no longer be eligible to receive a Pell Grant. Students with 500% - 600% may have limited Pell Grant eligibility remaining for the current year.

William D. Ford Federal Direct Loans

Federal Direct Loans are borrowed money from the federal government that must be repaid with interest. There are two types of Federal Direct Loans: subsidized and unsubsidized. Choffin CTC determines which loans students are eligible to receive based on Federal guidelines.

- **Direct Loan - Subsidized**

This loan is awarded on the basis of need. A student may be eligible to request a maximum of \$3,500.00 per year for the first year of undergraduate study. The Federal Government pays interest while the borrower is in school and during grace and authorized periods of deferment. Interest is paid by the Department of Education (ED) under these circumstances. Repayment will begin six months after the borrower ceases to be enrolled in the program.

- **Direct Loan - Unsubsidized**

This loan is for undergraduate and graduate students and is not based on need. The unsubsidized loan is the difference between the cost of attendance and other aid (including subsidized loan) not to exceed \$5,500 for a dependent student and \$9,500 (\$3,500.00 Subsidized and \$6,000.00 Unsubsidized) for a first year independent student. The borrower is responsible for all interest. The student must attend at least half-time to receive this loan. Repayment will begin six months after the borrower ceases to be enrolled in the program.

- **Direct Plus Loan**

This loan is for parents of dependent undergraduate students and for graduate or professional students. The maximum PLUS loan amount an individual can receive is the cost of attendance (determined by the school) minus any other financial aid received. The borrower is responsible for all interest. Applicants must not have an adverse credit history. The student must attend at least half-time to receive this loan.

Business or Agency Sponsorship

Choffin CTC works with various businesses and agencies that fund qualified applicants for training programs. It is the responsibility of the student to reach out to these agencies to determine eligibility.

U.S. Department of Veterans Affairs

Federal funds are available to veterans of the U.S. Armed Services. For eligibility, visit www.benefits.va.gov/gibill. Students must complete the appropriate application, submit their Certificate of Eligibility letter to the Financial Aid Office and then the Financial Aid Office will certify enrollment once the student has started classes.

Workforce Innovation and Opportunity Act (WIOA)

Assistance may be available for students who are economically disadvantaged or dislocated workers. Contact information is:

| | |
|-------------------|--------------|
| Mahoning County | 330-965-1787 |
| Trumbull County | 330-675-2179 |
| Columbiana County | 330-420-9675 |

Opportunities for Ohioans with Disabilities (Bureau of Vocational Rehabilitation)

Opportunities for Ohioans with Disabilities provides individuals with disabilities services and supports necessary to help attain and maintain employment. Disabilities may include physical, intellectual, mental health or sensory disabilities. Educational guidance (including tuition resources and other support) is offered.

Institution Aid

Choffin CTC offers the following institution aid to students:

STNA Certification Tuition Credit

Students enrolling in the Practical Nursing program who have obtained an STNA certification prior to enrollment qualify for a \$500.00 tuition credit. Proof of a current STNA certification must be provided prior to Choffin CTC issuing the tuition credit.

Tuition Payment Plan

Choffin CTC offers full-time students not eligible for financial aid, or enough financial aid to cover the tuition, a self-pay, interest-free payment plan to assist students paying all or a portion of their tuition expenses. Students must sign a Tuition Payment Plan Agreement and provide a payment of at least 50% of the self-pay amount due at the time the agreement is signed or prior to the first day of school. Choffin CTC accepts payments via certified bank check, money order or cash. No personal checks are accepted. All payments are made payable to Youngstown City Schools.

APPLYING FOR FEDERAL STUDENT AID

Financial aid is awarded to supplement the amount a student and/or his/her family are reasonably able to contribute to educational expenses. Students who wish to apply for Federal Student Aid must complete the Free Application for Federal Student Aid (FAFSA). There is no fee to apply for federal student aid. The FAFSA requests information regarding income, assets, size of family, number in college and other pertinent information. This application process will determine aid for Pell grants and Federal Direct Loans for those who qualify. The FAFSA can be completed at www.studentaid.gov.

Students should be prepared to create a user ID and password when completing the FAFSA. Students should pay close attention to all questions and answer truthfully and accurately. It is strongly recommended if the IRS Data Retrieval Tool is an option, to import the data from the federal tax return. Students should use school code **007473** to ensure the school receives the student information.

Student Eligibility

Most students are eligible to receive financial aid from the federal government to help pay for college or career school. To receive aid, a student must:

- Have a high school diploma or General Education Development (GED) certificate;
- Be enrolled or accepted for enrollment as a full-time student working toward a degree or certificate;
- Have a valid social security number;
- Be a U.S. citizen or eligible non-citizen.
- Sign certifying statements on the FAFSA that you will only use federal student aid for educational purposes and you're not in default on a Federal student loan and do not owe a refund on a Federal grant.
- Make satisfactory academic progress.

Determination of Independent/Dependent Status

Students applying for Federal student aid will be classified as a dependent or independent student based on questions answered on the Free Application for Federal Student Aid (FAFSA). If a student is a dependent, the student must report parent income and assets as well as his/her own income and

assets. If an independent, a student must report only his/her own income and assets and those of a spouse, if married.

Students are classified as dependent or independent because Federal Student Aid programs are based on the idea that students (and their parents or spouse, if applicable) have the primary responsibility for paying for their post-secondary education. Students who have access to parental support (dependent students) should not receive need-based funds at the expense of students who do not have such access (independent students). A student is considered independent if at least one of the following statements apply:

- Has reached the age of 24.
- Married as of the date of the application.
- Enrolled in a graduate or professional education program (beyond a bachelor's degree).
- Currently serving on active duty in the U.S. Armed Forces, National Guard or Reserves.
- Student is a veteran of the U.S. Armed Forces.
- Has a legal dependent, other than a spouse, that will receive more than half their own support from the student.
- An orphan, ward of the court or emancipated minor.
- Someone who is homeless or at risk of homelessness. Determined to be an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless, as determined by (a) your high school or district homeless liaison, (b) the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development, or (c) the director of a runaway or homeless youth basic center or transitional living program.

If a student does not meet any of the above criteria, the student is considered a dependent student and parents must complete part of the FAFSA and provide their financial information. Not living with parents/guardians or not being claimed by them on tax forms does not make a student an independent student for purposes of applying for federal student aid.

If a student under age 24 believes they may qualify as an independent student, the school will ask for written proof before applying for or changing the status of an application for federal student aid. If there are unusual circumstances that might classify a student as independent, even though none of the above criteria apply, the student must prove independence by providing any additional documentation requested by the Financial Aid office. The required documentation must be submitted to the Financial Aid office within 15 business days of the request. The Financial Aid office will notify the student of their status within 10 business days.

Rights and Responsibilities of Students Receiving Financial Aid

As a recipient of Federal Student aid, a student has certain rights he/she should exercise and certain responsibilities that must be met. Knowing what they are will enable the student to make better decisions about educational goals and how to best achieve them.

Students have the right to know:

- What financial aid programs are available at the school.
- Deadlines for submitting applications for financial aid.

- How financial aid will be distributed, how decisions on the distribution are made and the basis for these decisions.
- The school's refund policy.
- The portion of the aid package that is "gift aid" and the portion that must be repaid.
- The effect outside scholarships may have on the financial aid offer.
- If the aid is a loan, the right to know the interest rate, repayment amount and procedures, length of time to repay and when repayment begins.
- How the school determines whether a student is making satisfactory academic progress and what happens if the student is not.
- To accept, decline or seek adjustment to the financial aid offer.
- How financial need was determined. This includes how costs for tuition and fees, books and supplies and miscellaneous expenses are considered.

Student responsibilities include:

- Completing the FAFSA application form accurately and submitting on time.
- Providing correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be referred to the U.S. Department of Education, Office of Inspector General.
- Providing all documentation, verifications, corrections and/or new information requested by the Financial Aid office.
- Reading and understanding all forms that are to be signed and for keeping copies of them.
- Accepting responsibility for all agreements that are signed.
- Be aware of the school's refund procedures.
- Completing required online Master Promissory Note (MPN), Entrance and Exit counseling.
- Repaying all loans in accordance with the terms of the promissory note.

Verification

Students may be required to provide documentation that verifies the information submitted on the FAFSA. The FAFSA may be selected for verification by the system that processes FAFSA or the school may elect to do so. Choffin CTC is also required to verify the accuracy of any FAFSA application believed to be inaccurate or containing conflicting and/or incomplete information. All applications selected for verification must be verified and all conflicting information must be resolved before disbursing federal student aid funds. If verification is required, Choffin CTC will provide students with a notice indicating the file has been selected for verification, information that needs to be provided and the timeframe (15 business days) to provide the information to the Financial Aid Office.

The documentation needed for verification varies according to the item being verified. The Financial Aid Office will advise students and/or parents on the documentation to be submitted. Students and/or parents of dependent students must also sign a Verification Worksheet certifying the accuracy of the information being reported.

Because of the effect verification can have on a student's Pell awards and loan amounts, if the 15-day timeframe extends after the first day of class, the student should make every effort to provide all required documentation prior to the program start date. If verification documents are not provided by the student within the required time frame, the student will not receive aid from any Federal Student Aid programs.

Upon receipt of the verification documentation, the Financial Aid Office will compare the information in the documents with the applicant's original FAFSA. If the information on tax transcripts, verification worksheets or other required documentation does not match the information the student or parents entered on the FAFSA, (a) the Financial Aid Office will use information from the verification documents to correct the FAFSA or (b) the student may make corrections to their FAFSA under the guidance of the school's Financial Aid Office.

If corrections made result in a change in the student's EFC and financial aid offer amounts, the student will be notified within 10 business days of the date of the FAFSA correction and presented with a revised financial aid offer.

If applicable, an applicant whose FAFSA information is selected for verification is required to complete verification, before Choffin CTC would exercise any form of Professional Judgement to adjust the applicant's cost of attendance or the value of data items required to calculate the EFC.

If a student's FAFSA application is selected for verification, aid will not be disbursed until verification is complete and any conflicting information is corrected. If discrepancies are found after disbursing Federal Student Aid funds, the conflicting information must still be reconciled and appropriate action taken to correct the FAFSA information. If corrections result in a change in the student's EFC and Title IV aid amounts, the student will be notified as stated above. The student will also be notified in writing if they are required to return any Title IV funds they may have already received.

Applicants who fail to submit the required worksheet and accompanying documentation within 15 working days of receiving the verification worksheet may forfeit aid and the following consequences may occur:

1. The student's payment status will be changed to "self-pay";
2. The student's financial aid offer may be reduced.
3. The student's financial aid offer may be delayed causing the student to make payments for tuition and fees until financial aid can be secured.
4. The student might not receive aid from other sources.

Professional Judgment

When there are unusual situations or circumstances that impact federal student aid eligibility, federal regulations give a financial aid officer discretion or professional judgment on a case-by-case basis and with adequate documentation to make adjustments to the data elements on the Free Application for Federal Student Aid (FAFSA) form that impact a student's Expected Family Contribution (EFC) to gain a more accurate assessment of a family's ability to contribute to the cost of education.

The Financial Aid Office can assist students on an individual basis and consider special circumstances that might change eligibility. All students are encouraged to bring inquiries directly to the Financial Aid Coordinator.

If a student's income for the current year will be significantly lower than the prior year due to extenuating circumstances he/she may wish to file for special circumstances. However, if the Expected Family Contribution (EFC) is already zero, special consideration is not necessary. Some examples of special circumstances include: being homeless or a dislocated worker, death of a parent or spouse or separation or divorce. Special circumstances must be requested in writing to the

Financial Aid Office. Students must schedule a meeting with the Financial Aid Office in order to discuss their specific situation. Supporting documentation must be provided in a timely manner for all students requesting special circumstances. The review will be based on the documentation provided.

Change of Circumstance

Students are responsible for reporting any significant changes of circumstance to the Financial Aid office. This includes permanent address, phone number, email address and enrollment status.

Education Cost

Federal Student Aid from most federal aid programs is awarded on the basis of financial need with the exception of Direct Unsubsidized Loans. When applying for Federal Student aid, the information reported by the student and/or parent is used in a formula established by the Department of Education that calculates the Expected Family Contribution (EFC). The EFC is an amount a student and/or his/her family are expected to contribute toward education. If the EFC is below a certain amount, the student will be eligible for a Pell grant, assuming they meet all other eligibility requirements.

Choffin CTC calculates the Cost of Attendance (COA). The Cost of Attendance includes tuition and fees/ books, supplies, transportation, room and board and personal expenses. The amount a student and/or family are expected to contribute toward that cost is subtracted from the Cost of Attendance. If there is an amount left over, a student is considered to have financial need.

The Financial Aid office processes a financial aid package that comes as close as possible to meeting a student's financial need utilizing the types of financial assistance the student is eligible to receive. However, the amount awarded may fall short of the total program cost. The balance of cost is the student's responsibility.

Students may visit studentaid.gov for more information on how a student's EFC is calculated.

ENROLLMENT REPORTING

Federal regulations require Choffin Career and Technical Center Adult Education Programs to report student's campus and program level enrollment information to the National Student Loan Data System (NSLDS). Students who have received federal student aid either from Choffin Career and Technical Center Adult Education Programs or from another school will be reported. This information will be accessible by guarantee agencies, lenders and schools determined to be authorized users of the data system.

UNUSUAL ENROLLMENT HISTORY

The U.S. Department of Education has established regulations to prevent fraud and abuse in Title IV federal student aid programs. Part of this is accomplished by identifying students receiving federal student aid with unusual enrollment history. If a student has received Title IV funding while attending multiple institutions during the last four academic years, the student may be flagged for Unusual Enrollment History (UEH). While most students have legitimate reasons for unusual enrollment histories, other students enroll in school just long enough to receive cash refunds of federal student aid. These students will often leave school, after receiving their financial aid refund and repeat the process again by enrolling at another school.

Students with unusual enrollment history will be flagged on their Student Aid Report (SAR) as having either a possible or questionable enrollment pattern problem. Once identified as having a UEH

flag, the Financial Aid office is required to review the student's enrollment information and determine if academic credit was earned during the last four award years.

Students with UEH flags will be required to provide the Financial Aid office with their official signed academic transcripts from each college from which financial aid was received in the past four award years. As part of the review process, Choffin CTC has the authority to request missing official academic transcripts from the student. The Financial Aid office is able to determine if academic records are missing by reviewing data from the National Student Loan Data System (NSLDS).

Students will be ineligible for financial aid until all required transcripts are received by the Financial Aid office. Once all required academic transcripts are received, the Financial Aid office will review the student's enrollment and financial aid records to determine if academic credit was earned.

Academic Credit Earned: If the Financial Aid office determines that academic credit was earned, and the student is not enrolling just to receive a financial aid refund, no further action is required. The student becomes eligible for financial aid.

Academic Credit Not Earned: If the Financial Aid office determines that the student did not earn academic credit at a previously attended institution, the student will be required to provide additional documentation before eligibility for financial aid can be determined.

Documentation provided by the student must support the following:

1. The reason(s) why the student was unable to earn passing grades; and
2. That the student did not enroll solely for the purpose of receiving a credit balance of financial aid.

Students may include personal and academic reasons to explain their failure to earn academic credit. Personal reasons include: illness, a family emergency, a death in the family, changes in living status and military obligations. Academic reasons may include unexpected academic challenges or a determination that the academic program did not meet the student's needs.

The documentation will be reviewed by the Financial Aid office. Students who have lost their eligibility for financial aid will be notified in writing.

Regaining Title IV Eligibility: If Choffin CTC denies a student Title IV aid for Unusual Enrollment History, the student may attend a full-time program without receiving Title IV aid and pay out-of-pocket for the first payment period. At the end of the first payment period, if the student is meeting the requirements of Satisfactory Academic Progress, the student could then be considered for Title IV Eligibility for the remaining program hours.

MASTER PROMISSORY NOTE/ENTRANCE AND EXIT COUNSELING

Students receiving Direct Subsidized Loans and/or Direct Unsubsidized Loans are required by federal regulations to complete and sign the online Master Promissory Note and complete online Entrance Counseling at studentaid.gov prior to starting a program. Exit Counseling must be completed online at studentaid.gov prior to program completion or when a student leaves school. It may be completed any time after the final disbursement. A hold will be placed on a student's record for failing to complete exit counseling.

FEDERAL STUDENT AID (TITLE IV) DISBURSEMENT

Choffin CTC programs are measured in clock hours and divided into two payment periods within an academic year. Aid will be disbursed in two (2) equal installments, that is, one installment in each payment period.

| Program | | Payment Period |
|---------------------|---------------------|------------------------|
| Dental Assisting | 1131 hours/39 weeks | 565.5 hours/19.5 weeks |
| Practical Nursing | 1159 hours/40 weeks | 579.5 hours/20 weeks |
| Surgical Technology | 1350 hours/40 weeks | 675 hours/20 weeks |

Students must successfully complete the required clock hours and weeks in a payment period before receiving disbursements for a subsequent payment period. Students who have not yet successfully attended the required clock hours and weeks will delay previously established disbursement dates.

Students will receive email notification of Title IV Disbursements. Students may cancel any or all anticipated loan disbursement amounts by notifying the Financial Aid Office in writing by the required date on the notice. The disbursement notice will include the following:

- The anticipated date and amount of the disbursement.
- The student's or (parent's) right to cancel all or part of the loan or disbursement.
- The procedures and the time by which the student (or parent) must notify the school that he or she wishes to cancel the loan or disbursement.

Initial loan funds will not be disbursed until first-time borrowers sign a valid Master Promissory note online. First-time borrowers must also complete online Entrance Counseling prior to any disbursements. Aid is applied to the student's account as it is received to cover tuition, fees and supplies. When all aid is credited the same day, Pell Grant funds are considered to be credited first. The credit balance will be paid to the student as a check as soon as possible but no later than 14 calendar days.

Credit Balances

All Federal student aid funds, including disbursements for Pell grants and Direct Loans, will be credited to a student account for charges including tuition, fees and supplies. After a student's account is credited, if a credit balance occurs, the credit balance will be paid to the student as soon as possible but no later than 14 calendar days.

SATISFACTORY ACADEMIC PROGRESS AND ATTENDANCE (SAP)

Federal regulations require all schools participating in Title IV financial aid programs to monitor academic progress and attendance for all students. Title IV funds offered at Choffin CTC include Pell grants, Direct Loans and Direct Plus Loans for parents. Students who fail to maintain satisfactory academic progress and attendance requirements will be in jeopardy of losing federal student aid until action is taken to regain eligibility.

To be considered eligible for Title IV funds, students must qualify by attendance and academic standards. Advisement is given to students in each program when grades, attendance or clinical performance are falling below the individual programs' minimums. Tutoring is advised, recommended and given free of charge to students in each program as necessary.

Academic Year: Choffin Career and Technical Center Adult Education Programs are (10) month clock hour programs. Practical Nursing is 1159 clock hours and 40 weeks. The Surgical Technology Program is 1350 clock hours and 40 weeks. The Dental Assisting Program is 1131 clock hours and 39 weeks. There are two payment periods for each program, equally dividing the clock hours. For Practical Nursing, each payment period is 579.5 clock hours/20 weeks. For Surgical Technology, each payment period is 675 hours/20 weeks. For Dental Assisting, each payment period is 565.5 hours/19.5 weeks.

For Title IV payments, the student must meet both clock hours and weeks of instruction as well as complying with all standards for Satisfactory Academic Progress before they can receive further Title IV payments. A student's academic progress and attendance is evaluated at the end of each payment period in which the student is enrolled. SAP will be measured before any subsequent disbursements can be made. To receive subsequent disbursements of aid, the student must be meeting the SAP policy for both attendance and grades. All students receiving Federal Financial Aid including Pell Grants and Federal Student Loans must maintain satisfactory progress according to the following standards:

Maximum Time Frame

Students must complete the program within 100% of the normal length of the program.

Maintaining Program Grade Averages

Students in Surgical Technology and Dental Assisting must maintain a cumulative grade average of 75% in each course. The Practical Nursing students must maintain a cumulative grade average of 80% in each course.

Completion Rate

Choffin Career and Technical Center operates clock-hour programs. Attendance and absences are recorded on a quarter-hour basis. A record of student tardiness, early departures and absences from class will be maintained and will be included as time missed when totaling attendance records. Students must maintain a cumulative theory/lab attendance average of 90% or better to remain in school, sit for certification exams and participate in the clinicals (externship). Students are required and expected to successfully attend 100% of their externship and clinical hours.

Students are allotted ten total days (the equivalent of 70-75 clock hours depending on the program clock hour day [7 or 7.5 clock hours]) of absences per academic school year in each of the (10) month programs (Practical Nursing, Surgical Technology and Dental Assisting). Only absences during didactic or laboratory days are excused from make-up. Students MUST make-up all clinical hours to meet the requirements of the curriculum plan for each program. When absent the student may only miss less than 10% of the clock hours per payment period.

Students are responsible for acquiring all notes, resources, and knowledge learned during absent days by referring to the LMS and/or consulting with their instructors. All exams MUST be made-up in the allotted time according to their program handbook. Once a student misses the allotted 10 plus the additional 2 approved petitioned days, the student is terminated. No financial aid is given.

Remedial Courses

Choffin CTC does not offer remedial classes.

Incomplete

A grade of incomplete is not counted in the grade point average. If the student does not complete the work in the specified time the incomplete will change to an F, which negatively impacts the grade point average.

Withdrawal or Termination

A student may withdraw for any reason and complete a withdrawal form. The student must meet with the financial aid coordinator to review any outstanding tuition and fees. Re-admission to the individual programs must be reviewed with the individual program director.

[Note: The term “withdrawal” defines any reason for a student leaving school, whether it is initiated by the student or by the school.]

Students receiving the Pell Grant, Direct Student Loans and/or other financial assistance who are planning to withdraw should meet with the Financial Aid Officer (FAO) before exiting from a Career Certification Program. Students who are unable to physically meet with the FAA must contact the FAA and submit a written letter of withdrawal. Regardless of circumstances, students who are withdrawn or terminated from a Career Certification Program are subject to the U.S. Department of Education’s Return of Title IV Funds Policy.

When a student is withdrawn, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. This means the student may end up owing money to Choffin Career and Technical Center and/or the Department of Education. It is the student’s financial responsibility to pay any remaining balance to the school for the total program tuition based on the school’s refund policy.

When calculating Title IV funds, the official withdrawal date will be the last day of classroom attendance as indicated through daily attendance reports. Federal returns will be made within 45 days of the determination date. It is also the student’s responsibility to complete federal loan exit counseling online at www.studentaid.gov

Attendance

The student’s training program is closely monitored. Students are allotted 10 absent days for the length of his/her program. (All programs are 10 months). Each student is responsible for tracking his/her own absences and tardiness. This reinforces the expectations of employers as all students are expected to establish an excellent attendance record that will be an asset in job search. Choffin Career and Technical Center Programs track student attendance as normal internal procedures. Each program maintains a record of absences and early departures, and tardiness, anything over the 10 days absent before the 10-month program is complete will result in termination.

Attendance Advisement

Attendance will be reviewed and students are advised if they are at risk for termination due to lack of continuous progress for program completion. Students will receive an advisement form when their attendance meets or exceeds 5 days. If a student misses 10 days of lab and theory combined, before the academic year is over, the result is termination from the program (the school will notify the participating agencies to terminate payment of educational benefits).

Leave of Absence

Choffin Career & Technical Center does not grant an official leave of absence. Therefore, a student who is unable to attend classes for an extended period of time must *withdraw* from his/her program and reapply when circumstances allow for re-entry.

Reapplying for Choffin CTC Adult Programs

Since most programs are comprehensive and not modular, students are expected to start and complete a program within the scheduled time frame. If a student withdraws or is terminated from a program and wishes to return, he/she will need to wait until a new start date to reapply. Students that notified Choffin CTC in writing prior to exiting or were terminated due to academic or attendance requirements and have a zero tuition account balance are permitted to reapply to the same program one time. The student will apply for enrollment in the program in its entirety or enter the first day of the second term as determined by the repeat program policy. Application approval will be at the discretion of the Adult Education Director. Depending on the timeframe at the time of withdrawal, financial aid may not be available. The student may need to renew their FAFSA to determine eligibility. Students that reapply may be eligible for the school's interest-free payment plan only in the event that the student's past payment history shows payments were made on-time and in full. If a student's past payment history shows that the student did not make payments as scheduled, the student is not eligible for a payment plan and must pay the total program tuition due for the entire program, less any financial aid assistance, before starting the program. Students that exited without written notification or were terminated for Code of Conduct/Security violations are not permitted to register for any program or class at Choffin CTC Adult programs.

Repeat Programs

If a student should withdraw from a program after the completion of their first term, a student is allowed to be readmitted into the same program the following year. The student will be readmitted the first day of the second term no matter the timeframe they withdrew within the second or third term the prior year if they can pass the competency exam that covers the first term information prior to reentry. When a program is repeated the grades for courses within the first term remain the same and the attendance carries over from the following year. Completed first term hours will apply to the new academic year of entry for total program completion. Students who withdraw during the first term of a program are required to repeat the entire program from the first entry day. Students are only allowed to repeat a program one time only. Please note, if a program changes in its structure, philosophy, content or pre-requisites then the student reapplying will need to fulfill those requirements prior to reentry into any program. Dental Assisting students must repeat the entire program if withdrawn/terminated, no matter when the withdrawal/termination occurred. Practical Nursing and Surgical Technology students must pass a competency test if they want to be admitted at the beginning of the second term of the new academic year. Otherwise, they must repeat the entire program.

Repeat Program Examples

Student A:

If student A completes 400 clock hours of term A meeting all grade and attendance requirements, then decides to withdraw from the program midway through the second term after completing 200 hours. The student may petition the program they withdrew from during the admission period for the next academic year for reentry. Once approved, student A will be allowed to enter the program again the first day of the second term. The student will be credited the 400 completed hours and the prior

year's grades and attendance up to the end of term 1. The remaining 200 hours earned during term 2 the prior year will not move forward into the new year.

Student B:

If student B withdraws from a program in good standing without completing term 1. Student B will be allowed to petition for admission into the same program the following academic year. The grades, attendance and clock hours from the prior year will not move forward into the new academic year. The student will start the program as if they never attended before.

Financial Aid Appeal

Students who fail to maintain satisfactory academic progress and attendance will be notified in writing by the Financial Aid Office. When a student loses FSA eligibility based on failure to meet satisfactory progress, he or she may appeal that result on the basis of undue hardship or mitigating circumstances (see below). A financial aid appeal can be made by the student to the Adult Education Director for a review of circumstances. Each case will be reviewed on an individual basis considering attendance, hours to complete, and grades.

It should be noted the Financial Aid Standards of Academic Progress, as well as the Financial Aid Appeals Process, are separate and distinct policies and procedures from the school's policies on attendance and academic progress in order to remain in a program.

Financial aid appeals must be written or typed and signed by the student and include supporting documentation. The financial aid appeal must be submitted to the Financial Aid Officer within five (5) days of notification of ineligibility of aid. The appeal must explain why the student failed to make satisfactory progress and what about their situation has changed that will allow the student to demonstrate satisfactory academic progress at the end of the next payment period.

The Financial Aid Officer will forward the appeal to the Adult Education Director who will meet with the student's Program Director and Instructors as necessary to discuss the circumstances of the appeal and develop an academic plan if the appeal will be approved. The academic plan will outline the process/timeframe/work assignments necessary for the student to regain SAP and financial aid eligibility. No more than 40 clock hours can be made-up in the academic plan. If a student's appeal is approved, the student must agree in writing to the academic plan. The student will be placed on financial aid probation status, which will last one payment period. The student will be permitted to make up assignments and tests as per the academic plan. These grades will be taken into consideration when calculating a student's academic grade average. The school will monitor the student's compliance with the plan. The student is considered eligible for Title IV funds while meeting the terms of the plan. If the student does not meet SAP (academic and attendance) requirements according to the timeframe and requirements of the academic plan, termination of Title IV aid eligibility will result and the student will be placed on "self-pay" status for their remaining tuition balance.

If a student is granted a financial aid appeal, only one financial aid appeal will be granted during the program length.

If the appeal is not granted or the student does not agree to the academic plan, termination of aid eligibility will result and the student will be placed on "self-pay" status for their remaining tuition balance.

Grounds for Financial Aid Appeal – Mitigating Circumstances

A financial aid appeal must be based on an undue hardship or mitigating circumstances which make it impossible for the student to meet the satisfactory academic progress requirement. Mitigating circumstances are defined as and limited to: death in the immediate family, hospitalization of the student, documented medical problems or other special circumstances such as work-related transfers, natural disasters, weekend military service and family emergencies. Mitigating circumstances are events outside of the student's control and are unavoidable. The appeal must be supported with appropriate written documentation from legitimate sources. Students who accumulate excessive absences for life experiences such as transportation problems, child care problems, routine doctor's appointments, occasional illness, etc. will not be awarded an appeal. Students must anticipate these situations and be prepared for them before they occur.

RETURN OF TITLE IV FUNDS

A student recipient of Federal Title IV funds (i.e. Unsubsidized or Subsidized Loans, Federal Pell or Plus loans) who withdraws from Choffin CTC before completing 60% of the term is subject to the R2T4 calculation. Choffin Career and Technical Center's programs are clock hour programs. Choffin is required to determine the earned and unearned portions of Title IV aid based on the last date of academic attendance.

Students receiving the Pell Grant, Direct Student Loans and/or other financial assistance who are planning to withdraw should meet with the Financial Aid Coordinator before exiting from a Career Certification Programs. Students who are unable to physically meet with the Financial Aid Coordinator must contact the Financial Aid Coordinator and submit a written letter of withdrawal. Regardless of circumstances, students who are withdrawn or terminated are subject to the U.S. Department of Education's Return of Title IV Funds policy.

When a student is withdrawn, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. This means the student may end up owing money to Choffin Career and Technical Center and/or the Department of Education. It is the student's financial responsibility to pay any remaining balance to the school for the total program tuition based on the school's refund policy.

When performing the Return of Title IV funds calculation, the official withdrawal date will be the last day of classroom attendance as indicated on the classroom sign in sheet. Federal returns will be made within 45 days after the school determined the student has withdrawn. It is also the student's responsibility to complete federal loan exit counseling online at www.studentaid.gov.

Official Withdrawal

An "Official Withdrawal" is when a student completes a withdrawal form. The last date of attendance will be used for the calculation of Return of Title IV funds.

Unofficial Withdrawal

An "Unofficial Withdrawal" is when a student has been absent for more than 14 calendar days and the last date of academic attendance will be used for the Return of Title IV funds. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in

the payment period or period of enrollment, a student has earned 100% of the Title IV funds he/she was scheduled to receive during the period.

For a student who withdraws after the 60% point in time, there are no unearned funds. However, a school must still determine whether the student is eligible for a post-withdrawal disbursement (PWD). Percent earned = number of scheduled hours completed up to the withdrawal date divided by the hours in a payment period. Percent unearned = 100% minus percent earned.

When a student receives federal financial aid in excess of aid earned then the school returns the lesser of: institutional charges multiplied by the unearned percentage or Title IV federal financial aid disbursed multiplied by the unearned percentage. The school will return Title IV funds to programs from which the student received aid during the payment period or period of enrollment, as applicable, in the following order up to the amount disbursed from each source:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Plus
- Federal Pell Grants for the payment period for which a return of funds is required

All funds owed to the Federal Student Aid Programs will be returned as soon as possible but no later than 45 days after determining the student has withdrawn.

The student returns any remaining unearned aid not covered by the school. Any loan funds are repaid in accordance with the terms of the promissory note (scheduled payments to the holder of the loan over a period of time). Any grant amount the student has to return is considered a Federal Title IV grant overpayment and arrangements must be made with the school or the U.S. Department of Education to return the funds.

Post-Withdrawal Disbursement

If it is determined that the student has not received all of the “earned” federal aid for which the student is entitled, then the student may be eligible to receive a post-withdrawal disbursement of aid funds. Grant funds will be applied to their tuition account to settle any tuition still owed the school as a result of the student’s withdrawal. Any portion of grant funds that is not credited to a student’s account to cover allowable charges will be disbursed to the student as soon as possible but no later than 45 days after the date of determination that the student withdrew. Confirmation from the student is not required for a grant post withdrawal disbursement.

If funds are due from the federal direct loan program, the student or parent (in the case of a Plus loan) will be notified of this within 14 calendar days of the date the school determined that the student withdrew. The student or parent will then have 14 calendar days from the date of the notification to accept or decline the funds. The student or parent (in the case of a Plus loan) will need to request the funds in writing before the loan disbursement will be made.

All post withdrawal disbursements are applied to the student account first. Any resulting credit balance will be disbursed to the student or parent (in the case of a Plus loan) within 14 days of disbursement. If the student or parent cannot be located, any credit balance must be returned to the applicable Title IV program.

Title IV Credit Balances When a Student Withdraws

When a student withdraws with an outstanding Title IV credit balance, Choffin CTC will perform a Return of Title IV funds calculation to determine, among other things, whether adjustments to the credit balance will occur. If a credit balance still results, it will be disbursed as soon as possible but no later than 14 days after the calculation has been completed. A credit balance check will be mailed to the student unless other arrangements are made in writing by the student at the time of withdrawal.

TUITION REFUND POLICY

Refund of tuition is calculated for withdrawing students based on the last date of classroom attendance. A student can withdraw from Choffin CTC officially, that is, with notification or unofficially, that is, without notification. Refunds will be calculated based on two equal time periods depending on the length of the program. A student withdrawing after attending 3 weeks or more will be obligated for 100% of the tuition for that payment period.

| Hours In Week Attended | Percent of Tuition Refunded |
|-------------------------------|------------------------------------|
| 0 – 35 First Week | 75% |
| 36 – 70 Second Week | 50% |
| 0 Third Week | 0% |

Refunds will be received within 45 days of the last date of classroom attendance. The check will be mailed to the student unless other arrangements are made at the time of withdrawal.

CONTACT AND REFERENCE INFORMATION FOR FEDERAL STUDENT AID

For answers to questions about federal student aid, call the Choffin CTC Financial Aid Office at 330-744-8703. The Federal Student Aid Information Center is also available toll-free at 800-433-3243. Students may receive information on:

- Completing the Free Application for Federal Student Aid;
- Whether a school participates in the Federal Student Aid programs and provide the school's student loan default rate;
- Federal Student Aid eligibility requirements;
- The process of determining financial need and awarding aid;
- Sending Federal student aid publications;
- Finding out if a student's Federal Student Aid application has been processed;
- Requesting a copy of the student's Student Aid Report (SAR);
- Providing notification of a change in address;
- Sending a student's application information sent to a specific school.

FSA Phone: 800-433-3243

FSA on the Internet: www.studentaid.gov

CALENDAR

Note: The Choffin Adult Catalog is subject to change without notice.

Choffin CTC: Adult Education

2023-2024

Academic Year Calendar

- 1st and last Day of Classes
- Administrator add'l work days
- Instructor Add'l work days
- End of Terms
- Holidays
- No Classes

| July 23 | | | | | | |
|---------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| August 23 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 23 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 23 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 23 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| December 23 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| January 24 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 24 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| March 24 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| April 24 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| May 24 | | | | | | |
|--------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| June 24 | | | | | | |
|---------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| July 24 | | | | | | |
|---------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| August 24 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Events

- Aug 2 Admin. 1st day
- Aug 15 Instructors 1st day
- Aug 22 First Day of Programming
- Sep 4 Labor Day-No classes
- Oct 13 Instructor PD
- Nov 22 Compensatory Day [Thru PD]
- Nov.22-24 Thanksgiving Break
- Nov 30 End of 1st Term
- Dec.21 -
- Jan 2 Winter Break
- Jan 15 MLK Day - No Classes
- Feb 19 President's Day- No Classes
- Mar 19 End of 2nd Term
- Mar 29-
- Apr 5 Spring Break
- May 27 Memorial Day - No Classes
- Jun 14 Last Day - Program Graduation
- June 17-21 Staff Work Days;last day 6/21
- Jun 28 Admin Last Work Day

Term 1 = 68 Days

Term 2 = 67 Days

Term 3 = 56 Days

Student Instructional Days = 191

Instructor Work Days = 201