



Student Handbook 2022-2023

**Main Campus Pioneer Center
160 N. Barranca Avenue
Covina, California 91723
626-974-4200**

**Trade Tech Academy
231 E. Stephanie Drive
Covina, California 91722
626-974-6420**

Better Job... Better Future... Better Life

Welcome from the Principal Ryan Maddox

On behalf of Covina Valley Unified School District, we would like to welcome you to Tri-Community Adult Education. Our vision at Tri-Community is to be recognized in the San Gabriel Valley as the premier job training center to offer student pathways in high demand car

Thank you for trusting us to give you a Better Job.... Better Future.... Better Life. Check out our website at www.tri-communityadulthood.org, like us on Facebook, or follow us on Twitter.

Instructional Focus:

Community Education Students:

A school wide effort for all Tri-Community Adult Education Community Education students to show measurable growth in acquiring skills through teacher led instruction and class participation to meet personal goals as measured by satisfaction surveys, recidivism and completion of projects.

High School Diploma Students:

A school wide effort for all Tri-Community Adult Education academic students to show measurable growth in “English Proficiency and/or High School graduation requirements through a blend of direct instruction and online learning as measured by CASAS, High School Diploma and equivalency.

Career Technical Education Students:

A school wide effort for all Tri-Community Adult Education CTE students to show measurable growth in acquiring skills that are dictated by industry standards that is measured by program completion, job placement, and/or certification.

About The Handbook

The Tri-Community Adult Education Student Handbook is designed to serve as a valuable resource as you select and progress through your program. The Student Handbook makes it easy to know where to go for resources and information and includes policies and procedures that are important for you to read and understand.

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Section One

General Information

2023-2024 Calendar

Fall Term (12 Week Term)

August 28, 2023 Term Starts
September 4, 2023 Labor Day Holiday
November 10, 2023 Veterans Day
November 17, 2023 Term Ends
November 20-24, 2023 Thanksgiving Break

Winter Term (12 Week Term)

November 27, 2023 Term Starts
December 23, 2023 – January 6, 2024 Winter
Break
January 15, 2024 MLK Day Holiday
February 12, 2024 Local Holiday
February 19, 2024 President's Day Holiday
March 2, 2024 Term Ends

Spring Term (12 Week Term)

March 4, 2024 Term Starts
April 1-5, 2024 Spring Break
May 27, 2024 Memorial Day
June 1, 2024 Term Ends

Summer Term (12 Week Term)

June 3, 2024 Term Starts
June 19, 2024 Juneteenth
July 4, 2024 Independence Day Holiday
August 24, 2024 Term Ends

Covina-Valley Unified School District 2023-2024 School Calendar

August 2023				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	F	F	F
25	26	27	28	29

January 2024				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	*26
29	30	31		

February 2024				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024				
M	T	W	TH	F
F, M	F, M	**MS / HS M 6		7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Instructional Days Taught				
Sch. Month	TK-5	6-8	9-12	
8/21 - 9/15	18	18	18	
9/18 - 10/13	20	20	20	
10/16 - 11/10	19	19	19	
11/13 - 12/8	14	15	15	
12/11 - 1/5	10	10	10	
1/8 - 2/2	18	18	18	
2/5 - 3/1	18	18	18	
3/4 - 3/29	20	20	20	
4/1 - 4/26	15	15	15	
4/29 - 5/24	20	20	20	
5/27 - 6/6	8	7	7	
Totals	180	180	180	

Holidays for 2023-24

Sep 4 Labor Day
 Nov 10 Veterans Day
 Nov 23 Thanksgiving Day
 Nov 24 Local Holiday
 Dec 25 Christmas Day
 Dec 26 Local Holiday (CSEA)
 Jan 1 New Year's Day
 Jan 2 Local Holiday (CSEA)
 Jan 15 Martin Luther King Day
 Feb 12 Local Holiday (CSEA)
 Feb 19 President's Day
 May 27 Memorial Day
 June 19 Juneteenth
Winter Break
 Dec 25, 2023 - Jan 5, 2024
 (District Office closed)
Spring Break
 Apr 1-5, 2024

TK-12th Grade Student Holidays
 9/1, 11/20-22, 12/27-29, 1/3-5,
 4/1-5

***Teacher Professional Development Day - No Students**
 1/26 (All TK-12)

****Teacher Work Day - No Students by Grade Level**
 ES - 11/17, MS - 6/6, HS - 6/6

F - Final Exams - High School Only
 12/20-22 and 6/3-5

M - Minimum Days
 ES - 12/22 6/3, 6/6 and 2 days
 TBD
 MS - 12/22, 6/3-5 and 2 days
 TBD
 HS - 2 days TBD

History

Since 1932, this adult community of learners has been served by the originally named Covina Evening High School. The rich history of providing adult education for our students has truly given many a better job, a better future and a better life. The school is among the first contacts and connections to the American culture for many newly arrived immigrants benefiting from our English as a Second Language (ESL) classes in addition to our academic, community education and vocational offerings.

Our Mission

Tri-Community Adult Education creates an innovative educational environment for a diverse community of adult learners, which promotes advancement of the academic, technological, and vocational skills necessary to be competitive in an ever-changing global society.

Our Vision:

Tri-Community Adult Education will be recognized as the premier job-training center to offer students' programs in high-demand careers leading to better jobs. Our academic programs will create a seamless transition to higher education and career opportunities for a better future. Our community classes will fulfill students' personal goals to enable a better life.

Schoolwide Learner Outcomes (SLO's)

Students who are prepared for college, career, and life-long learning:

- Set personal, educational, and professional goals
- Demonstrate effective work habits, ethics and critical thinking skills
- Foster self-directed and motivated learners
- Access community and government resources
- Students who are effective communicators:
 - Effectively use oral, written, and technology-based forms of communication
 - Safely and effectively explore, create and collaborate with others
 - Apply communication skills to professional, technical, and other real-world situations
- Students who have acquired 21st century skills:
 - Obtain academic, technology, and career skills for life-long learning and workforce readiness
 - Advance to post-secondary education or training
 - Apply knowledge and skills to professional, technical and other real-world situations

Instructional Facilities

Tri-Community Adult Education has two campuses:

Trade-Tech Academy

231 East Stephanie Drive
Covina, California 91722
626 974-6420

Located behind the auto repair shops on Ranger Avenue between Citrus and Barranca.

Trade-Tech Academy is 53,970 square feet:

- Four 2000 sq. ft. classroom/labs that house our Welding, Metal Fabrication, HVAC, and Electrical Programs
- 16 classrooms on campus, which include four computer labs. These classrooms house our Career and Job Placement Center, Business Classes, Ceramics, and Photography programs
- Student Services Center offering Financial Aid, admissions counseling and job placement assistance
- Administrative Offices

Main Campus Pioneer Center

160 North Barranca Avenue Covina,
California 91723
626 974-4200

Located next to our District Office on Barranca between San Bernardino Road and Badillo.

Main Campus Pioneer Center has a total of 47,230 square feet:

- 22 classrooms, which house our ESL, Life Skills Class, High School Diploma Program, Community Classes (Quilting, Stained Glass, Jewelry & Lapidary, and Clock Repairer), Childcare, and our GED/HiSet Lab
- Administrative Offices
- Two sets of restrooms, which both have ADA access
- District Library Media Center is on the east side of campus and has open access for our students

Each classroom has the capacity for 25-30 students and contains equipment that aligns to the 21st Century Technology Standards: such as, Projectors, Document Cameras, and Desktop Computers.

Student Services Hours of Operation

Trade Tech Campus-Monday through Thursday: 8:00am - 8:00pm, Friday: 8:00am - 4:00pm Pioneer
Main Campus-Monday through Thursday: 8:00am - 8:00pm, Friday: 8:00am - 4:00pm

Parking

Parking is available to all students. It is strongly recommended students park only in designated Tri-Community Adult Education designated parking areas and not in surrounding business or residential parking spaces. Parking on the campus is free and parking passes are not required. The school is not responsible for parking violations, tow away fees, property theft, or damage to vehicles. It is suggested that you keep your vehicles locked at all times and valuables out of sight. You should not park in areas marked "Handicapped" unless you possess the appropriate parking permit.

- 1) Main Campus / Pioneer
- 2) Covina-Valley Tech-Academy



Governing Board

Maria M. Caceres, President

Maria E. Cruz, Vice President

Simon Wright, Clerk

Sue L. Maulucci, Member

Rachael Robles, Member

District and Site Administrative Staff

Elizabeth Eminhizer, Ed.D. Superintendent

Jonathan Blackmore, Ed.D. Asst. Superintendent Educational Services

Michele Doll, Ed.D. Asst. Superintendent Human Resources

Manuel Correa, Chief Business Officer

Ryan Maddox, Principal Tri-Community Adult Education Virginia

España, Asst. Principal Tri-Community Adult Education

Support Staff

Ruby Acevedo, Counselor

Charles Beal, Counselor

Alondra Gonzalez, Counselor

Cindy Manke, Business Services Supervisor

Trade-Tech Academy

Martha Al-Beitawi, Computer Instructor

Ken Bartnicki, HVAC Instructor

Kathy Boehme, Ceramics Instructor

Cynthia Fallgren, Court Reporting Instructor

Michael Fonseca, Electrical Instructor

James Frailing, HVAC Instructor

Silvia Gonzalez, Computer Instructor

Nicole Hibner, Business Career Pathways Coordinator/Instructor

Aaron Iha, Metal Fabrication Instructor

John King, Photography Instructor

Stephen Matthews, Court Reporting Instructor

Ann Marie Pereida, Bookkeeping Instructor

Carrie Ravenscroft, Court Reporting Coordinator/Instructor

Mary Rea, Court Reporting Instructor

Jeanine Rhodes, Parent Education Instructor

Daniel Robles, Welding Instructor

Carol Sanderson, Ceramics Instructor

Joe Velosa, Vocational Trade Program Coordinator/Welding Instructor

Daniel Zaharia, Electrical Instructor

Diane Cordero, Data Entry

Lydia De Leon, Instructional Aide Adult School

Kathy Garcia, Instructional Aide Adult School

Gerald Rodriguez, Custodian

Tanya Steinkamp, Custodian

Trade-Tech Academy (continued)

David Tarbet, Instructional Aide Adult School
Socorro Vasquez, Clerical Assistant III
Toris Williams, Campus Supervisor
Elilta Zellalem, Instructional Aide Adult School

Main Campus Pioneer Center

Kathy Boehme, Jewelry & Lapidary Instructor
Tricia Bogle, English Instructor
Carmen Flores-Tanis, Stained Glass & Fusing Instructor
Silvia Gonzalez, Life Skills/Computers Instructor
Nevin Ibrahim, Personal Care Aide Instructor
Lorena Jasso, ESL Instructor
Jacalyn Littrell, ASC High School Diploma Instructor
Robert Lynch, ESL Instructor
Robin Nelson, ASC High School Diploma Instructor
Amy Parker, ESL Instructor
Jeannine Schmidt, English Instructor
Carl Swift, ASC High School Diploma Instructor
Al Umbrello, Clock Repair Instructor
Kathy Yoshiwa, Quilting Instructor
Joy Cooper, Clerical Assistant I
Nancy Crouch, Instructional Aide Adult School
Maria Esther Galvez, Instructional Aide Adult School/CASAS Testing
Theresa Goodheart, Attendance/Payroll Clerk
Fred Hernandez, Custodian
Ray Jaramillo, Custodian
Melita Luna, Secretary I
Virginia Jimenez, Instructional Aide ESL/GED
Carrie Rodarte, Child Care Aide
Kevin Sam, Technical Support Data Analyst
Sheri Trac, Clerical Assistant III

Certificated Instructors

Martha Al-Beitawi – Computer Instructor
Clear Designated Subjects Adult Education
Kenneth Bartnicki – HVAC Instructor
Preliminary CTE Credential
Kathryn Boehme – Ceramics/Jewelry & Lapidary Instructor
Life Designated Subjects Adult Education
Tricia Bogle – English Instructor
Single Subjects Teaching Credential/Specialist Instructional Credential – Reading
Cindy Fallgren – Court Reporting Instructor
Clear Single Subject Life Credential
Carmen Flores Tanis – Stained Glass Instructor
Clear Adult Education Teaching Credential

Certificated Instructors (continued)

Michael Fonseca - Electrical Instructor

Preliminary CTE Teaching Credential

James Frailing – HVAC Instructor

Preliminary CTE Credential – Building, Trades & Construction

Silvia Gonzalez – Life Skills/Computer Instructor

Clear Designated Subjects Vocational Credential – Computer Applications/Office

Occupations/Personnel Administrative Occupations

Nicole Hibner – Business Career Pathways Coordinator/Instructor

Clear Designated CTE Credential – Finance & Business

Nevin Ibrahim – Personal Care Aide Instructor

Clear CTE Teaching Credential

Aaron Iha – Metal Fabrication Instructor

Preliminary CTE Teaching Credential

Lorena Jasso – ESL Instructor

Clear Multiple Subject Teaching Credential

John King – Photography Instructor

Clear CTE Teaching Credential

Jacalyn Littrell – ASC High School Diploma Instructor

Administrative Services Credential/Single Subject

Robert Lynch– ESL Instructor

Designated Subjects Adult Education Teaching Credential

Stephen Matthews – Court Reporting Instructor

Clear CTE Teaching Credential

Robin Nelson – ASC High School Diploma Instructor

Administrative Services Credential/Multiple Subjects Teaching Credential

Amy Parker – ESL Instructor

Clear Adult Education Teaching Credential

Ann Marie Pereira – Bookkeeper Instructor

Clear Designated Subjects CTE Credential – Finance & Business/Information Technology

Carrie Ravenscroft – Court Reporting Coordinator

Clear Career Technical Education Credential – Public Service

Mary Rea – Court Reporting Instructor

Designated Subjects Adult Education Teaching Credential Part Time – Court Reporting/Office Occupations

Jeanine Rhodes – Parent Education Instructor

Clear Multiple/Single Subject Teaching Credential

Daniel Robles – Welding Instructor

Clear CTE Teaching Credential

Carol Sanderson – Ceramics Instructor

Clear Designated Subject Teaching Credential Adult Education Part Time

Jeannine Schmidt – English Instructor

Clear Single Subject Teaching Credential – English

Carl Swift – ASC High School Diploma Instructor

Clear Single Subject Teaching Credential – Foundational Level Mathematics

Albert Umbrello – Clock Repair Instructor

Clear Designated Subject Teaching Credential Adult Education Part Time

Certificated Instructors (continued)

Joseph Velosa – Vocational Trade Program Coordinator/Welding Instructor Clear CTE Teaching Credential

Kathryn Yoshiwa – Quilting Instructor
Clear Designated Subject Vocational Education Part Time

Daniel Zaharia – Electrical Instructor
Preliminary CTE Teaching Credential

Institutional Accreditation

Tri-Community Adult Education is accredited by Western Association of Schools and Colleges and is authorized to issue high school diplomas. Tri-Community Adult Education is a candidate for accreditation by the Commission of the Council on Occupational Education.





Section Two

Registration

Requirements

Tri-Community Adult Education offers the majority of its CTE programs throughout the year, typically on a four-term system, with a single registration time each term. Programs such as Welding are operated on an open entry, open exit basis. All adults who can benefit from Career Technical Education have an opportunity to enroll in our programs. Interested adults may contact the Covina-Valley Tech-Academy office or refer to the website at www.tri-communityadulthood.org to determine specific enrollment requirements for the program(s) of interest.

General Program Information

- Students must be at least 18 years of age
- It's optional for CTE students to provide an academic transcript to the Admissions Counselor if they want an academic consultation
- **Students must provide proof of High School Diploma, or equivalent, for Court Reporting program and Pell Grants**
- All CTE programs are fee-based
- Completion of a basic skills assessment (CASAS) is required, prior to enrollment for all academic and ESL programs. A current Government Issued Photo ID must be presented at the time of testing
- All students must maintain a current valid government issued Photo ID throughout the program
- A program must have a minimum number of students or risk cancellation
- The main office accepts payments by check or debit/credit card. A fee will be charged for insufficient funds. *The check writer and/or cardholder must be present with valid Photo ID at time of payment.*

Availability of Time

Your success hinges upon time and project management. Attendance in all program sessions is extremely important. Additionally, consideration must be given to the time needed to complete required projects and homework as assigned in each program. The expectation is to spend one additional hour for each session attended. The more time spent on preparation, the better the chances for achieving success. Refer to the program syllabus for more details about program participation.

ADMISSIONS POLICY

Tri-Community Adult Education may admit as regular students only persons who meet the age of compulsory attendance (18 years old in CA) and prohibits unlawful discrimination based on race, color, nationality or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or any other characteristic protected by applicable law in the administration of all TCAE programs and activities.

Students receiving Title IV funding must also have in their possession and present to the financial aid office the following: A valid high school diploma or sealed transcript from a Regional Accredited Institution ([Http://ope.ed.gov/accreditation/](http://ope.ed.gov/accreditation/)) or a State issued high school equivalency certificate (i.e., GED, HiSET, or TASC).

All foreign High School Diplomas or transcripts will need to be evaluated. The nearest approved agency is the American Education Research Corporation (AERC) see (www.aerc-eval.com)

Students must meet all of the admissions requirements to be accepted for a specific program and start date. Upon enrollment, all academic students are required to attend a New Student Orientation in order to familiarize themselves with the campus, as well as the school's rules and regulations.

Admission Procedures

How do I enroll In Career Technical Education Programs?

1. Come to our Student Services area at our Covina-Valley Tech-Academy location, located at 231 E. Stephanie Dr., Covina CA 91722, Room 15 to fill out our Enrollment Form.
2. You must be 18 years of age.
3. If enrolling in Court Reporting or with a Pell Grant, you must provide a high school diploma or equivalent.
4. Meet with an Admissions Counselor.
5. You are ready to enroll and pay for your class!
6. If you are interested in Financial Aid, see the Student Services Specialist.
7. Still have questions? Please call 626-974-6420.

Financial Aid

Court Reporting and Welding... Get a Jump-start on the Financial Aid process - here's how...

1. Apply by filling out the FAFSA on-line at www.fafsa.ed.gov.
2. Allow a minimum of 3 days for your ESAR (Electronic Student Aid Report) to be received by the Student Services Specialist.
3. Bring the following when meeting with the Student Services Specialist:
 - a. A printed SAR, a valid CA ID or Driver's License, a Social Security.
 - b. Card, official High School Diploma or equivalent, print out of Pell LEU.
 - c. (Lifetime Eligibility Used) <http://www.NSLDS.ed.gov> and use your FAFSA pin to log on.
4. Bring all items above, in #3 to the Student Services Specialist!

Those who receive a PELL Grant, may have to pay a portion of the cost upon registration.

How do I register for High School Diploma/GED/Academic classes?

1. Come to our Front office at our Main Campus Pioneer Center located at 160 N. Barranca Ave., Covina CA 91723, to fill out our Enrollment Form.
2. You must be 18 years of age, unless you are a concurrently enrolled High School Student.
3. For our High School Diploma Program only, provide a sealed Official Transcript. This isn't required for GED prep. ASVAB, TOEFL, Citizenship, or Enrichment Classes.
4. Attend Mandatory Orientation.
5. Meet with our Academic Counselor for an Academic plan.
6. In the Academic Study Center, you will take the CASAS assessment and begin your orientation for coursework.
7. Still have questions? Please call 626-974-4200.

How to sign up for our English as a Second Language Classes (ESL)

1. Come to our Front Office at our Main Campus Pioneer Center, located at 160 N. Barranca Avenue, Covina, CA 91723, to fill out our Enrollment Form.
2. Attend Mandatory Orientation.
3. Take your CASAS assessment.
4. See our Academic Counselor to enroll in your ESL Class!

Fees

Tuition fees must be paid when registering. ATM/debit, credit cards, and money orders are accepted. Make money orders payable to “Tri-Community Adult Education.” Personal checks are accepted, however, there is a \$25.00 fee for any returned checks. All fees must be paid prior to attending class. For specific program fees or for a complete itemized list of costs see the listing in the brochure or visit www.tri-communityadulthood.org.

REFUND & WITHDRAWAL POLICY

We realize that outside circumstances may sometimes impact a student’s ability to complete the program of study. When a student stops attending **all** of his or her classes, depending on the circumstances, it may be classified as a “withdrawal,” or “dismissal” from the institution. For the purpose of charges assessed and financial aid eligibility listed below, a dismissal will be handled the same as a withdrawal from the Institution.

Students who do not complete at least 60% of the hours of each pay period must repay the unearned portion of all awarded aid. This unearned portion is based on the total number of hours scheduled to be completed and divided by the total hours in the pay period (Title IV Refund Process below). Students must repay the amount received as an overpayment. Students who owe repayments or overpayments are ineligible for additional Federal and/or State Aid. When learning of an over-award, Tri-Community Adult Education (TCAE) Student Services Advisors will report the over-award to the funding source.

I. GENERAL

Federal Law regulations require that schools compute a student withdrawal refund calculation to determine the federal student aid & state aid earned by the student when he or she withdraws from a school either officially, or unofficially.

A. Official Withdrawal after commencement of classes

1. The date the student notifies TCAE of withdrawal or
2. The date of withdrawal, whichever is earlier.

B. Unofficial Withdrawals after commencement of classes

1. The beginning date of any start date, in which a student fails to start classes,
2. The first business day following 10 consecutive class days of absences or
3. The date when the school terminates the student’s enrollment.

C. Cancellations - Applicants not accepted by TCAE, or who cancel within 3 to 5 business days are entitled to a refund of all monies paid. Minus a \$25 dollar registration fee.

II. INITIATING WITHDRAWAL PROCESS/TIMELINES

Schools are required to withdraw students from school within the guidelines indicated above in

section (B) or as soon as the school determines that the student will not be returning. Withdrawal calculation are processed by the Financial Aid Counselor and sent to the Student Accounts office within 7 days of notification or withdrawal.

A. The withdrawal is initiated for any of the following occurrence:

Student's failure to maintain satisfactory progress.

Student's failure to follow attendance policy guidelines.

Student notifies school that they are withdrawing.

Student is dismissed from the program.

B. The individual at the campus who is responsible for updating the schools computer system must change the student's status to withdrawn. The following dates must match:

The effective date of change on the Student Status Change Form.

The date the student signs and dates the Student Status Change Form (if Applicable).

The computer system termination or drop date.

The date of determination for return of Title IV calculations. (This date must reflect the date the student was not eligible to continue, or the date the student notified the school they would not be returning).

C. The person/department responsible for initiating the drop completes the effective date of change on the Student Status Change Form. Copies of all Student Status Change Forms are given Student Accounts and Student Services Office. Both departments continue the paper work. The Academic office department has 7 consecutive days from the date of determining the withdrawal to communicate to Student Services and Student Accounts department by paper.

III. FINANCIAL AID WITHDRAWAL PROCESS (RETURN OF TITLE IV FUNDS (R2T4) POLICY)

The Financial Aid Counselor is responsible for handling all student status change forms received by the academic department. TCAE uses the Department of Education Template R2T4 form "Treatment of Title IV Funds When a Student Withdraws". TCAE certificate programs are measured in clock hours.

Review - The Financial Aid Counselor reviews the following Data on the Status Change Form for accuracy:

The number of clock hours the student has completed verses what's on the computer system.
Verifies the student funding source (Federal, Institutional, etc.)

RT24 Completion – The Financial Aid Counselor completes the Refund Calculation form for all Title IV recipients. The R2T4 form is completed steps 1-10 according to the directions of the form and ensures that the following is completed correctly:

The net amount of Title IV funds disbursed, and what could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of "unearned" Title IV.

The earned aid is subtracted from the aid that was actually disbursed to or on behalf of the student. If the amount of Title IV aid earned by the student is **greater** than the total Title IV aid disbursed for the payment period; a Post-withdrawal disbursement to the student will be made within 45 days from

the date the school determined the student withdrew.

If the amount of Title IV aid earned is **less than** the amount of Title IV aid disbursed for the payment period, a calculation for Title IV aid to be returned will be made. A school must return any unearned Title IV funds it is responsible for within 45 days of the date the school determined the student withdrew.

If the amount of Title IV aid earned and the amount of Title IV aid disbursed is **equal** to the payment period, no further action will be taken.

The Institution will return the lesser of the total earned aid or the unearned institutional charges for the payment period.

If the R2T4 form requires a Title IV refund due by the school under “Step 6” of the RT24 form the Financial Aid Counselor completes award adjustments in the database system and exports the refund to COD.

Student Accounts, ensures that all refunds due are refunded to G-5 account.

The Financial Aid Counselor is responsible for providing copies of the R2T4 forms for all title IV recipients to the Student Accounts department within 7 calendar days from the first day of receiving the status change form.

Post Withdrawal Disbursements - A Student who withdraws, or otherwise ceases attendance, has lost Federal Student Aid eligibility and generally may not receive further disbursements for the enrollment period. A post-withdrawal disbursement distinguishes payments made after a student loses eligibility, whereas Post-withdrawal disbursements is aid a student has “earned” based solely on the period of enrollment calculated on the Return of Title IV Funds Calculation (RT24) and must be disbursed within 90 days of the date of determination (withdrawal date). If the student is eligible to receive a post-withdrawal disbursement for the period of enrollment for which an R2T4 calculation was determined, the Financial Aid Counselor may only approve a post withdrawal disbursement for amounts indicated in the completed R2T4 calculation. Any credit balance on student’s account must be dispersed as soon as possible and no later than 14 days after the calculation of R2T4. To ensure the correct amounts are approved and disbursed, the Financial Aid Counselor provides copies to student accounts of the R2T4 post-withdrawal disbursement information with the disbursement Batch roster request.

Under this policy, the student and school each may have some responsibility to return funds to the U.S. Department of Education. If the student does not return amount owed within 45 days, the amount of overpayment will be reported to the U.S. Department of Education (DOE) via the National Student Loan Database (NSLDS) and the student will be referred to the DOE for resolution of debt.

IV. STUDENT ACCOUNTS WITHDRAWAL PROCESS

Institutional Drop Calculation - Student Accounts completes an Institutional drop calculation for all students, regardless of their funding. Identification is made if the student withdrew prior to the 60% point or after the 60% point of the program.

To determine the percentage of the payment period completed, the number of days* attended in the payment period is divided by the total days* in the payment period.

**Days=calendar days for purposes of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more and approved leave of absences are excluded.*

The percentage of federal student aid will be returned as “unearned” by the student if the withdrawal

is prior to completing over 60 % of their program. The portion of Title IV federal student aid earned by the student as of the withdrawal date is calculated on a pro rata basis by comparing the total program hours to the total number of hours of class and lab time attended, or scheduled to have been attended prior to withdrawal. Federal Regulations state that the amount of the Title IV refund is based on the percentage of Title IV funds earned by the student at the time of withdrawal. In order to determine whether Title IV funds must be returned, the school must calculate the following:

Refunds of Unearned Aid - Student Accounts is responsible to complete all refunds of unearned aid back to the funding source in the following order as specified by law:

Pell Grant
Other sources.

Recording Refunds - Student Accounts Staff is responsible for the completion of the all necessary refunds and record the refunds to the student account ledger indicating the source and the refund amounts.

The total Title IV funds earned may not be enough to cover the institutional charges for the period of enrollment. When this occurs, the student is responsible for any outstanding charges not paid to the school through the student's Title IV funds.

V. 45 DAY OR LESS TIMEFRAME

It is TCAE's policy that the timeframe from withdrawal date, to receipt of drop calculation at the student accounts department, be no longer than 15 days from the date of determination that the student withdrew. Adherence to this policy ensures refunds are processed in a timely manner. This is critical to the success of the school, as late refunds are the most serious audit finding by the U.S. Department of Education, and can cause serious liabilities for the school. Therefore, drops must be fully processed at the student accounts office by: 15 days from the date of determination that the student withdrew. The 15-day timeframe will allow student accounts to meet the 45 day timeframe policy per the U.S Department of Education. An Institution must return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after it determines, or should have determined that the student withdrew.

Transfer Policy

Tri-Community Adult Education (TCAE) welcomes transfer students from other institutions if space is available and admissions criteria are met. TCAE may grant course competency mastery when students present official transcripts from other institutions to verify that the same competencies have been completed. Student placement into the program will be the result of mutual planning on the part of the student, instructor and the administration.

Any new student enrolling in a CTE program and wishing to transfer credits for courses completed at a different school must show proof of:

- The course was taken at an accredited school
- The student received a "C" grade or higher
- The course is approved or meets state licensure requirements if applicable
- Individual TCAE CTE programs may add additional requirements before granting the credit.

For Court Reporting Students requesting to transfer from another school approved by the Court Reporters Board of California must meet the requirements for regular admission stats or provide acceptable evidence of having met equivalent requirements. Potential transfer students must obtain transcripts of all previous coursework completed and make an appointment to have the transcripts evaluated.

All transfer students must meet with the Financial Aid Counselor to discuss program fees, funding and payment requirements and opportunities. Fees paid at another institution will not transfer to TCAE.

The transfer procedures are as follows:

1. Complete a *Request to Transfer* form, attach official transcripts from all previous institutions and submit them to the Financial Aid counselor at TCAE. The Financial Aid counselor will review and contact the interested transfer student within 10 working days.
2. If interested in Title IV funding complete the FAFSA to identify funding availability as soon as possible.
3. If space is available in the program you are interested in, meet with the program coordinator to discuss your previous participation in an accredited program and assess skills and knowledge gained in the previous program.
4. Attend a new program orientation meeting with either the teacher or program coordinator.
5. Complete any paperwork or other specific procedures that are required to complete the transfer.

If accepted into the program, the student is responsible to complete the enrollment process with the Financial Aid counselor in a timely manner and meet all deadlines as scheduled.

Responsibility for filing a notice of withdrawal rests entirely with the student. Any money owed to Tri-Community Adult Education is due on the official date of withdrawal. Applicable refund, if any, will be issued within 30 days of the effective date of withdrawal. All refunds are based on the amount of tuition for the program being dropped, minus non-refundable fees, and are calculated from the last date of attendance.

GED Testing Opportunity

Official Testing Available!

The GED® Test

- One of two California approved high school equivalency exams
- Computer-based testing
- English or Spanish available

Testing Information

- Bring a current, valid government issued photo ID on the day of the test (Testers with out-of-state licenses, passports, military IDs, or other foreign IDs must provide proof of CA residency)
- You must change or cancel an appointment at least 24 hours in advance

Cost

- \$140 entire GED® test battery
- \$35 per content area

How to Register

Sign up at www.ged.com or call 1-877-392-6433

- Complete your profile and background information
- Select your test details
- Select your test center, date, and time
- Review your order and pay for the test



Start today at **GED.com.**



Testing Center

All potential students interested in an academic or ESL program at Tri-Community Adult Education must first complete the CASAS Basic Skills Assessment before registering for a program. The CASAS, also known as the Comprehensive Adult Student Assessment System, is a computerized multiple-choice assessment measuring reading comprehension in the English Language and Mathematics. CASAS claims to be the most widely used competency based assessment system in the United States. For more than three decades, CASAS has strengthened the efforts of education, business and industry to transition people to post-secondary education and workplace success. CASAS is validated and approved by the United States Department of Education and the United States Department of Labor. The primary focus of the CASAS assessment is adult education and workforce development.

Refer to the main office for times, dates, and the location of testing. The CASAS assessment is available on a first come, first serve basis. It is recommended to arrive early to the testing session to allow time for check-in and to fill out the necessary paperwork. Students are provided with up to one hour for each section, English and/or Mathematics. Results are available immediately following the assessment. There are no official testing preparation materials available. The purpose of the assessment is to measure the skills test takers currently possess as well as continued growth measurement in those same areas. Reasonable accommodations are available in compliance with ADA regulations. All test takers will need a current government issued I.D. at the time of check-in.

Proof of High School Diploma/Equivalency

Tri-Community Adult Education accepts the following as proof of high school diploma/equivalency for its Court Reporting students and Pell Grant: Original High School Diploma, California High School Proficiency Exam (CHSPE) letter, or HSE. Official documentation must be received before the first day of the program.

International Transcripts

All foreign High School Diplomas or transcripts will need to be evaluated. The nearest approved agency is the American Education Research Corporation (AERC) see (www.aerc-eval.com) These agencies charge a fee and are not affiliated with Tri-Community Adult Education. See the main office for more information.

Program Approvals

Tri-Community Adult Education is a recognized community stakeholder aligned with a variety of Career Technical Education partner organizations. Tri-Community Adult Education is approved for training through the Workforce Innovation and Opportunity Act (WIOA), California Department Rehabilitation. Tri-Community Adult Education is accredited by the Western Association of Schools and Colleges (WASC) and the Council on Occupational Education (COE). Tri-Community Adult Education meets the requirements and is approved through the California State Approval Agency for Veteran's Education under Title 38, Chapter 36, U.S. Code Sections 367(a) and 3672.

Student Funding Opportunities

- Department of Rehabilitation
- Financial Aid- Pell Grants
- VA Benefits



Section Three

Financial Aid

FINANCIAL AID

Vocabulary

Acronyms and initials are frequently used in discussing Financial Aid; many appear in this publication. Familiarity with the following terms will be helpful when investigating potential Financial Aid programs:

AGI	Adjusted Gross Income
COA	Cost of Attendance
ED	U.S. Department of Education
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FSA	Federal Student Aid
DL	Direct Loan
GPA	Grade Point Average
IRS	Internal Revenue Service
ISIR	Institutional Student Information Record
MPN	Master Promissory Note
NSLDS	National Student Loan Database System
SAR	Student Aid Report

Eligibility

All Title IV funds are awarded based on eligibility. You can determine your eligibility by filing a Free Application for Federal Student Aid (FAFSA). The application can be found online at www.fafsa.ed.gov. Below are some of the standard requirements for receiving Financial Aid; please keep in mind that eligibility is not limited to the requirements listed below.

1. The applicant must be a United States citizen, or eligible non-citizen.
2. The applicant must have demonstrated financial need according to **current need analysis procedure**.
3. The applicant must be registered with the Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.
4. The applicant must be fully accepted and enrolled at Tri-Community Adult Education.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.
6. Students holding a bachelor's degree are not eligible for federal grant money. Students who complete a FAFSA may be eligible for federal loans.

Federal Programs

Since it is important that you fully understand the available Financial Aid programs and your rights and responsibilities under them, the United States Department of Education has prepared a brochure entitled "Funding Your Education - The Guide to Federal Student Aid" which explains them. This brochure can be obtained by going to: <https://studentaid.ed.gov/sa/sites/default/files/funding-your-education.pdf>, or by visiting the Student Services Office. A good deal of information is contained therein. **Please note our institution participates in Federal Pell Grants** - This is gift aid and does not require repayment.

New Federal Regulations for Pell Grant

Effective as of July 1, 2013, the amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by new federal regulations to be the equivalent of six years of 100% Pell

funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100% of the maximum Pell amount, the six-year equivalent is 600%. You can log on to the National Student Loan Data System (NSLDS) Student Access web site at www.nslds.ed.gov/nslds_SA/ using your Federal Student Aid I.D. and view your Lifetime Eligibility Used (LEU). The LEU will be found on the Financial Aid review page.

Additional Funding Opportunities for Students

Possible funding opportunities are available through community resource agencies to assist students with program fees. Students must contact the agencies to learn of requirements and to see if they qualify for assistance. The agencies TCAE partners with are as follows:

- America's Job Center of California (AJCC)
- Department of Rehabilitation (DOR)
- Veterans Benefits Administration (VBA)

Who Sets the Rules, Regulations, and Procedures?

Federal regulations outline and govern the following items: institutional responsibilities, student responsibilities, the application procedure, student eligibility, maintenance of student records, analysis procedure, award coordination with state, and recipient enrollment requirement.

Fraudulent Information

The institution is required by federal regulations to make referrals to the Department of Education and the Department of Justice if it is suspected that aid was requested under false pretense. Tri-Community Adult Education takes the proper stewardship of Federal funds seriously and will cooperate with government agencies in the full prosecution of students who were found to provide falsified information. If a student received financial aid because information was reported incorrectly, any portion of that aid which should not have been received must be repaid. If you purposely give false or misleading information on your application form, you may be fined \$10,000, receive a prison sentence, or both.

Cost of Attendance (COA)

The COA is the estimated full and reasonable cost of completing a full year as a full-time student. The COA is published by the educational institution and includes: tuition, books and supplies, room and board, personal expenses, and transportation. **This amount is not charged to your account; it is simply an estimate of expenses during your school year.**

Expected Family Contribution (EFC)

(EFC) is calculated on the basis of the financial information provided by parents and students on the FAFSA. The analysis system attempts to judge the family's financial ability to contribute toward the cost of education, not how much they will pay (i.e., the calculation is determined using objective facts of a family's financial position as opposed to the family's financial practices). The analysis procedure attempts to determine an EFC based not only upon income, but upon a variety of other variables as well: investments, family size, siblings attending college at the same time, etc.

Independent vs. Dependent Student

Students (and their families) have the primary responsibility to meet the cost of their college education to the extent-determined possible by the analysis system. Federal Financial Aid is

available only to cover the difference between each student's resources and the required expenses of attendance. To qualify as an independent student for federal funds, the applicant must meet one of the criteria listed below. The individual must be:

1. At least 24 years old by December 31st of the award year
2. An orphan or ward of the court, an emancipated minor, or in legal guardianship
3. A veteran of the U.S. Armed Forces or currently serving on active duty for purposes other than training
4. An individual with legal dependents other than a spouse
5. A graduate or professional student
6. An unaccompanied homeless youth, or a married person

How to Apply for Financial Aid

All students who are applying for any type of Financial Aid are required to first complete a Free Application for Federal Student Aid (FAFSA), which collects family income and asset information. Be sure that you are filling out the form for the correct year. We encourage all students to start the Financial Aid process as early as possible prior to registration. It can take 3-6 weeks from the time all required applications and documentation are submitted for a student's Financial Aid to be packaged and set up for disbursement. To help you through the process, step-by-step instructions are provided below.

Verification

Verification is a review process in which the office of Student Financial Aid determines the accuracy of various data elements reported by the student/parent on the student's Free Application for Federal Student Aid (FAFSA). The U.S. Department of Education selects approximately 30% of all aid applicants for verification. The verification process ensures that eligible students receive all the financial aid they are entitled to receive and prevents ineligible students from receiving aid they are not entitled to receive. Typically, students can expect to receive notification that they have been selected for verification within 10-14 business days after the Office of Student Financial Aid receives the student's FAFSA results from the federal processors.

Important: Please submit all requested forms and supporting documentation together at the same time. No processing can take place until all documentation is received.

Participation in the verification process is not optional. If the student does not submit the requested documentation, the student will not be eligible to receive federal or institutional need-based financial aid.

Students selected for verification will not be packaged for financial aid until the Financial Aid Office has received all requested required documentation and the verification process has been completed. Depending on the time of the year, the verification review process can take up to 20 business days from the time the Office of Student Financial Aid receives all requested required documents. This process can take longer if additional nonstandard documentation is required.

Important: You have **60 days** to submit all requested required documentation to Student Financial Aid Officer as of the date you were notified. Any delay in returning documentation will result in the cancellation of your financial aid package. Please contact the Office of Financial Aid Officer if you have any questions regarding this process.

Pell Grants Information

A Pell Grant applicant must complete the entire verification process before the Pell Grant Program deadline in September or 120 days after the last day of the student's enrollment, whichever is earlier.

If the process is not complete, the student is not eligible for Pell for that award year. Students who have not completed the verification process within the required period will be notified in writing. The amount of your Pell Grant will be determined by the **Expected Family Contribution** (calculated by the federal processor), your cost of attendance and your enrollment status.

REFUND & WITHDRAWAL POLICY

We realize that outside circumstances may sometimes impact a student's ability to complete the program of study. When a student stops attending **all** of his or her classes, depending on the circumstances, it may be classified as a "withdrawal," or "dismissal" from the institution. For the purpose of charges assessed and financial aid eligibility listed below, a dismissal will be handled the same as a withdrawal from the Institution.

Students who do not complete at least 60% of the hours of each pay period must repay the unearned portion of all awarded aid. This unearned portion is based on the total number of hours scheduled to be completed and divided by the total hours in the pay period (Title IV Refund Process below). Students must repay the amount received as an overpayment. Students who owe repayments or overpayments are ineligible for additional Federal and/or State Aid. When learning of an over-award, Tri-Community Adult Education (TCAE) Student Services Advisors will report the over-award to the funding source.

REFUND PROCESS

II. General

Federal Law regulations require that schools compute a student withdrawal refund calculation to determine the federal student aid & state aid earned by the student when he or she withdraws from a school either officially, or unofficially.

A. **Official Withdrawal** after commencement of classes

1. The date the student notifies TCAE of withdrawal or
2. The date of withdrawal, whichever is earlier.

B. **Unofficial Withdrawals** after commencement of classes

1. The beginning date of any start date, in which a student fails to start classes,
2. The first business day following 10 consecutive class days of absences or
3. The date when the school terminates the student's enrollment.

C. **Cancellations** - Applicants not accepted by TCAE, or who cancel within 3 to 5 business days are

entitled to a refund of all monies paid. Minus a \$25 dollar registration fee.

II. Initiating Withdrawal Process/Timelines

Schools are required to withdraw students from school within the guidelines indicated above in section (B) or as soon as the school determines that the student will not be returning. Withdrawal calculation are processed by the Financial Aid Counselor and sent to the Student Accounts office within 7 days of notification or withdrawal.

A. The withdrawal is initiated for any of the following occurrence:

1. Student's failure to maintain satisfactory progress.
2. Student's failure to follow attendance policy guidelines.
3. Student notifies school that they are withdrawing.
4. Student is dismissed from the program.

B. The individual at the campus who is responsible for updating the schools computer system must change the student's status to withdrawn. The following dates must match:

1. The effective date of change on the Student Status Change Form.
2. The date the student signs and dates the Student Status Change Form (if Applicable).
3. The computer system termination or drop date.
4. The date of determination for return of Title IV calculations. (This date must reflect the date the student was not eligible to continue, or the date the student notified the school they would not be returning).

C. The person/department responsible for initiating the drop completes the effective date of change on the Student Status Change Form. Copies of all Student Status Change Forms are given Student Accounts and Student Services Office. Both departments continue the paper work. The Academic office department has 7 consecutive days from the date of determining the withdrawal to communicate to Student Services and Student Accounts department by paper.

III. Financial Aid Withdrawal Process (Return of Title IV Funds (R2T4) Policy)

The Financial Aid Counselor is responsible for handling all student status change forms received by the academic department. TCAE uses the Department of Education Template R2T4 form "Treatment of Title IV Funds When a Student Withdraws". TCAE certificate programs are measured in clock hours.

A. Review - The Financial Aid Counselor reviews the following Data on the Status Change Form for accuracy:

1. The number of clock hours the student has completed verses what's on the computer system.
2. Verifies the student funding source (Federal, Institutional, etc.)

B. RT24 Completion – The Financial Aid Counselor completes the Refund Calculation form for all

Title IV recipients. The R2T4 form is completed steps 1-10 according to the directions of the form and ensures that the following is completed correctly:

1. The net amount of Title IV funds disbursed, and what could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of “unearned” Title IV.
 2. The earned aid is subtracted from the aid that was actually disbursed to or on behalf of the student.
 3. If the amount of Title IV aid earned by the student is **greater** than the total Title IV aid disbursed for the payment period; a Post-withdrawal disbursement to the student will be made within 45 days from the date the school determined the student withdrew.
 4. If the amount of Title IV aid earned is **less than** the amount of Title IV aid disbursed for the payment period, a calculation for Title IV aid to be returned will be made. A school must return any unearned Title IV funds it is responsible for within 45 days of the date the school determined the student withdrew.
 5. If the amount of Title IV aid earned and the amount of Title IV aid disbursed is **equal** to the payment period, no further action will be taken.
 6. The Institution will return the lesser of the total earned aid or the unearned institutional charges for the payment period.
 7. If the R2T4 form requires a Title IV refund due by the school under “Step 6” of the RT24 form the Financial Aid Counselor completes award adjustments in the database system and exports the refund to COD.
 8. Student Accounts, ensures that all refunds due are refunded to G-5 account.
 9. The Financial Aid Counselor is responsible for providing copies of the R2T4 forms for all title IV recipients to the Student Accounts department within 7 calendar days from the first day of receiving the status change form.
- C. **Post Withdrawal Disbursements** - A Student who withdraws, or otherwise ceases attendance, has lost Federal Student Aid eligibility and generally may not receive further disbursements for the enrollment period. A post-withdrawal disbursement distinguishes payments made after a student loses eligibility, whereas Post-withdrawal disbursements is aid a student has “earned” based solely on the period of enrollment calculated on the Return of Title IV Funds Calculation (RT24) and must be disbursed within 90 days of the date of determination (withdrawal date). If the student is eligible to receive a post-withdrawal disbursement for the period of enrollment for which an R2T4 calculation was determined, the Financial Aid Counselor may only approve a post withdrawal disbursement for amounts indicated in the completed R2T4 calculation. Any credit balance on student’s account must be dispersed as soon as possible and no later than 14 days after the calculation of R2T4. To ensure the correct amounts are approved and disbursed, the Financial Aid Counselor provides copies to student accounts of the R2T4 post-withdrawal disbursement information with the disbursement Batch roster request.

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Institutional Drop Calculation - Student Accounts completes an Institutional drop calculation for all students, regardless of their funding. Identification is made if the student withdrew prior to the 60% point or after the 60% point of the program.

To determine the percentage of the payment period completed, the number of days* attended in the payment period is divided by the total days* in the payment period.

**Days=calendar days for purposes of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more and approved leave of absences are excluded.*

The percentage of federal student aid will be returned as “unearned” by the student if the withdrawal is prior to completing over 60 % of their program. The portion of Title IV federal student aid earned by the student as of the withdrawal date is calculated on a pro rata basis by comparing the total program hours to the total number of hours of class and lab time attended, or scheduled to have been attended prior to withdrawal. Federal Regulations state that the amount of the Title IV refund is based on the percentage of Title IV funds earned by the student at the time of withdrawal. In order to determine whether Title IV funds must be returned, the school must calculate the following:

A. **Refunds of Unearned Aid** - Student Accounts is responsible to complete all refunds of unearned aid back to the funding source in the following order as specified by law:

1. Pell Grant
2. Other sources.

POLICY FOR THE FEDERAL PELL GRANT CONTINUED

B. **Recording Refunds** - Student Accounts Staff is responsible for the completion of the all necessary refunds and record the refunds to the student account ledger indicating the source and the refund amounts.

C. The total Title IV funds earned may not be enough to cover the institutional charges for the period of enrollment. When this occurs, the student is responsible for any outstanding charges not paid to the school through the student's Title IV funds.

V. 45 Day or Less Timeframe

It is TCAE’s policy that the timeframe from withdrawal date, to receipt of drop calculation at the student accounts department, be no longer than 15 days from the date of determination that the student withdrew. Adherence to this policy ensures refunds are processed in a timely manner. This is critical to the success of the school, as late refunds are the most serious audit finding by the U.S. Department of Education, and can cause serious liabilities for the school. Therefore, drops must be fully processed at the student accounts office by: 15 days from the date of determination that the student withdrew. The 15-day timeframe will allow student accounts to meet the 45 day timeframe policy per the U.S Department of Education. An Institution must return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after it determines, or should have determined that the student withdrew.

FAFSA

STEP 1: See Our Counselor

You must have an FSA ID to electronically sign the FAFSA. It is recommended you set this up prior to completing the FAFSA. Visit <http://fsaid.ed.gov> to create one. Your FSA ID confirms your identity when you access Financial Aid information and sign Federal Student Aid documents.

- ✓ Create a username and password and enter your e-mail address.
- ✓ Enter your name, date of birth, Social Security number, contact information, and challenge questions and answers.
- ✓ If you have a Federal Student Aid PIN, you will be able to link it to your FSA ID. You can still create a FSA ID if you have forgotten or do not have a PIN.
- ✓ Review your information, read and accept the terms and conditions.
- ✓ Confirm your e-mail address using the secure code, which will be sent to the e-mail address you entered when you created your FSA ID. Once you verify your e-mail address, you can use it instead of your username/password to log into the websites.

You can use your FSA ID to sign a FAFSA right away. Once the Social Security Administration verifies your information in one to three days, or if you have linked your PIN to your FSA ID, you will be able to use your FSA ID to access the websites needed to complete this process. For help, visit <http://StudentAid.gov/fsaid>.

STEP 2: Complete a FAFSA online

Federal Student Aid is an office of the U.S. Department of Education that manages and regulates Title IV funds of the Higher Education Act (HEA) of 1965. To be considered for various federal, state, and institutional aid, students need to complete a FAFSA (Free Application for Federal Student Aid) online. Step-by-step instructions are provided below.

1. Go to <http://www.fafsa.ed.gov>
2. Click on "Start a New FAFSA"
3. Enter your personal information
4. Click on the academic year of attendance
5. Click on "Start New FAFSA" or "FAFSA Renewal"
6. Enter the information requested using your 2017 Federal Taxes
If you were unable to upload your tax information into your FAFSA, you will need to request a

Return Tax Transcript (4506-t) online for 2017 from the Internal Revenue Service

<http://www.irs.gov/individuals/order-a-transcript>

NOTE: When asked for the school code, type in the code for Tri-Community Adult Education.

7. E-Sign your FAFSA using your FAFSA I.D. Number. Once you have completed your FAFSA, a summary/confirmation report will be generated. Please keep a copy for your

What Happens after My Financial Data is sent to the Federal Processor?

The federal processor will analyze the income and asset information, which has been provided according to a formula that has been approved by Congress. This formula determines the amount of federal funds you will receive. An Institutional Student Information Report (ISIR) will be sent to the school indicating whether you are eligible for a grant under the Pell program. The Federal processor selects a sample of applications for a process called verification. If your application has been selected for verification, a remark will be found in the comments section of your SAR/ISIR. If this is the case, we will assist you with the additional required documentation. The financial administrator will next calculate the amount of federal grants for which you are eligible, based upon the length, the cost and the portion of your training, which has been designated in the award year. An award letter will be generated and sent to each student along with other required financial documents.

Student Rights and Responsibilities

Students who receive Federal Financial Aid funds have the following rights:

- The right to review your Financial Aid files and to accept or decline your Financial Aid Award.
- The right to know how the Financial Aid will be distributed.
- The right to know how your financial need was determined.
- The right to request an explanation of various programs in your student aid award.
- The right to know the refund policy of TCAE.

While receiving Financial Aid, the student has the following responsibilities:

- The student must complete all application forms accurately and honestly.
- The student must provide correct information. If it is found that a student purposefully provided false information, it could be considered a criminal offense, which could result in an indictment under the U.S. Criminal Code. The student is responsible for providing all documentation to the Financial Aid office in a timely manner. Failure to do so could result in not receiving a Financial Aid Award.
- The student is responsible for reading and understanding all materials he or she signs and for keeping copies of the documents.
- The student is responsible for all agreements that he/she signs.
- The student has the responsibility to remain in Satisfactory Academic Progress (SAP).
- The student must inform the school with any change to personal information such as, address and phone number immediately while in the program and for up to 18 months after completion.

Financial Aid staff is available to:

- Provide information on Financial Aid resources.
- Assist in filling out Financial Aid applications.
- Financial Aid programs, procedures, and eligibility requirements change frequently. Students are encouraged to contact the Student Services Office for current requirements and literature.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1(800) 4-FEDAID 1(800) 433-3243). TTY users may call 1 (800) 730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

Adults with Disabilities

All programs, campus organizations, and campus events are open to all students. Efforts are made to assist individuals with disabilities to function as independently as possible while attending school. If you require accommodations or assistance you should contact staff in the Student Services Office in order to schedule an appointment with the Student Accounts Technician or Director of Student Services. Adult students with disabilities or barriers to career training may qualify for special educational support services to enhance training such as tutoring, note takers, extra time on tests, adjusted deadlines, use of adaptive equipment and learning aids, and other reasonable accommodations. No full-time or personal assistance is available.

Policy under Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from educational records. Information that an official obtained through observation or personal knowledge or has heard orally from others is not protected under FERPA. Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review educational records, FERPA permits the school to destroy such records without notice to the student.

FERPA gives parents and eligible students certain rights with respect to education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred and adult students are "eligible students."

These rights include:

- Parents of minors or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. A student should submit a written request to the Student Services Office, identifying 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.
- Parents of minors or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student

has the right to place a statement with the record setting forth his or her view about the contested information.

- Parents or eligible students who wish to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student would like changed, and specify why it should be changed. The FERPA amendment procedure may be used to challenge facts that are inaccurately recorded; it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. In addition, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with Financial Aid to a student (Financial Aid refers to payment of funds provided to an individual that is conditioned on the individual's attendance to school);
- Organizations conducting certain studies for or on behalf of the school; Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State Law.
- A school may disclose personally identifiable information from education records without consent when the disclosure is to parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. If the parent claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education record to both parents under this exception.
- Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency even if the parents do not claim the student as a dependent.
- Schools may also disclose identifiable information from educational records to parents if the student has violated any Federal, State or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under the exception if the school determines that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of 21 years of age at the time of the disclosure to the parent.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Annual Notification Rights

TCAE notifies eligible students in attendance of their rights under FERPA annually. Students have the right to inspect and review the student's records, the right to seek to amend records, the right to consent to disclosure of personally identifiable information from the records and the right to file a complaint with the Office regarding an alleged failure by the school to comply with FERPA. Tri-Community Adult Education defines the term "school official" and "legitimate educational interest" to include teachers, support staff, school administrators and all partnering community agencies who are financially supporting the student or paying program fees.

TCAE informs students of their rights under FERPA in the Student Handbook information is readily available via the website. Paper copies of the Student Handbook are also available upon request for no fee in the Student Services Office. If a parent or eligible student has made attempts to resolve complaints with the school they have the right to file a complaint with the U.S. Department of Education concerning alleged failures by TCAE to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW
Washington, DC 20202

Schools must notify parents and eligible students annually of their rights under FERPA. Twice a year, August & February, TCAE sends an email to notify students where they can access Policy under Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). It is available to students at <http://www.c-vusd.org> and in the Student Handbook. Students may also request a copy of the Student Handbook in the Student Services office at no cost. For additional information regarding the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), you may call 1(800) USA-LEARN (1(800) 872-5327) (voice). Individuals who use TDD may call 1(800) 437-0833. Or you may contact us at the following address: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-8520.

Voter Information

In order to be eligible to vote in the state of California, you must be:

- A citizen of the United States.
- A California resident.
- 18 years old or older on Election Day.
- Not in prison, on parole, serving a state sentence in county jail, serving a sentence for a felony pursuant to subdivision (h) of Penal Code section 1170, or on post-release community supervision.

- Not found to be mentally incompetent by a court.

If you're looking to register to vote in California, and you meet the requirements mentioned above, you'll need to complete a voter application and submit it either **online** or **by mail**. You can also register to vote when visiting a Department of Motor Vehicles office to obtain a California driver's license or register your vehicle. The deadline to register is by 11:59 p.m. on the 15th day before the Election Day in question. If you fail to meet that deadline, your information will still be processed, but you'll need to wait to vote in the next upcoming election.

NOTE: Once your information has been submitted for registration, it still needs to be approved by your local election official. This official will contact you once your CA voter registration has been approved, or if they need more information from you.

Online Registration

If you would like to register online, you can submit an application by using the California Online Voter Registration website. You'll be asked to answer a series of questions and enter your personal information, including: Your CA driver's license or ID number. The last 4 digits of your Social Security number. Your date of birth. The system will check with the California DMV to ensure that your signature is on file. If it is, it will be added to your registration and you may submit it at the end of the process.

If your signature is NOT on file, your information will be sent to your local county elections board. Print the information you filled out online, sign the application, and mail it to the address specified on the form. An official will contact you once they've received all of your information.

Register by Mail

If you prefer to register to vote by mail, you can:

- Print the National Mail Voter Registration Form online.
- Pick a registration form up at your local DMV office or county elections office.
- Request one by calling the voter hotline at (800) 345-8683.
- You can also pick up a voter registration application at post offices, public libraries, and other government offices

When you complete your application, mail it to the address provided on the application. You will need to provide your California driver's license or identification card number or the last 4 digits of your social security number. If you do not have any of these numbers leave the field blank and the election officials will assign you a voter identification number.



Section Four Academic Policy

Academic Integrity

Tri-Community Adult Education (TCAE) is committed to creating an environment where student achievement is advocated and celebrated. The school values academic integrity as an essential component of academic excellence. Students are expected to be truthful and ethical in their academic work. Commitment to academic integrity is the responsibility of every student and faculty member at TCAE. Academic dishonesty is defined as: an act of deception in which a student claims credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty is a violation of the school's policy and will not be tolerated. Academic dishonesty diminishes the quality of scholarship and hurts students who conduct themselves honestly.

Examples of Academic Dishonesty

- Cheating- Unauthorized copying or collaboration on a test or assignment, or the use or attempted use of unauthorized materials.
- Tampering - Altering or interfering with evaluation instruments and documents.
- Fabrication - Falsifying experimental data or results, inventing research or laboratory data or results for work not done, or falsely claiming sources not used; fabricating or falsifying documentation to try to change a grade.
- Plagiarism - Representing someone else's words, ideas, artistry, or data as one's own including another person's work (including published and unpublished material, and material from the internet) without appropriate referencing, presenting someone else's opinions and theories as one's own or working jointly on a project, then submitting it as one's own.
- Assisting - Assisting another student in an act of academic dishonesty, such as taking a test or doing an assignment for someone else, changing someone's grades or academic records, or inappropriately distributing exams to other students.

Violations of academic integrity demean the violator, degrade the meaning of the grades, discredit the accomplishments of peers, and tarnish the reputation of TCAE. This policy applies to all staff and students at TCAE.

Teachers and Student's Responsibilities

1. Teachers

Teachers are responsible for being aware of the Academic Integrity Policy and contributing to student development by promoting academic integrity, addressing dishonesty, and assisting in the development of ethical reasoning. Such behavior includes:

- Providing a clear and complete syllabus, which describes program expectations, guidelines, and standards of performance.
- Holding students responsible for knowing these expectations and guidelines.
- Fostering an environment where academic integrity is expected and respected.
- Detecting and properly handling breaches of academic integrity.
- Fostering a classroom environment in which all students are treated with courtesy and respect.
- Creating assessments that are effective evaluations of student mastery of program content.
- Giving students timely and honest feedback.
- Being available to discuss appropriate academic matters.

2. Students

Students are responsible for being aware of TCAE's Academic Integrity Policy and demonstrating behavior that is honest and ethical in their academic work. Such behavior includes:

- Following TCAE's Academic Integrity Policy.
- Following the teacher's rules and processes related to academic integrity as directed in the program syllabus and related program documents.
- Asking the teacher for clarification if the standards of academic performance are not clear.
- Asking the teacher for clarification, if the syllabus, assignments, or grading policies seem unclear.
- Helping to foster a campus environment where academic integrity is expected and respected.
- Treating each other with courtesy and respect and helping to foster a classroom environment in which all students are treated with courtesy and respect.

When an act of academic dishonesty comes to a teacher's attention, the following procedures shall be followed:

1. Instructor will collect evidence and document the incident.
2. Notify the Director. Principal or Asst. Principal in a timely manner

If there is evidence of a violation of TCAE's Academic Integrity Policy, the student may face the following consequences:

- A formal warning
- A reduction or failing grade for the assignment
- A reduction for the grade in the program
- Disciplinary probation
- Program dismissal

The student will be responsible for any unpaid program fees and may have to repay fees to other outside agencies including any Title IV Funds that have to be returned as a result of the student not finishing the program. The student has the right to appeal the academic penalty, in cases of unintentional, fraud, bad faith or incompetence. However, the removal from the program is not subject to appeal.

Completer Criteria

An enrolled student shall be considered completed if the student has a passing grade at the time of exit and has achieved a level of competency in one or more skills that would enable the student to be placed in an entry level of competency in one or more skills that would enable the student to be placed in an entry level or higher employment in the trained for occupation, apply transferable skills in a non-related occupation, or continue in advanced education.

Satisfactory Academic Progress

The U.S. Department of Education requires all schools to establish and apply standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial aid under the programs authorized by Title IV of the Higher Education Act (HEA). As with any area of Title IV, it is critical to understand that students must meet all SAP requirements within the context of all existing federal and institutional regulations. Thus, students must meet all Title IV and institutional requirements and regulations in order to be eligible to receive federal financial aid.

Federal regulations require that all recipients of student financial aid make Satisfactory Academic Progress (SAP) towards an eligible certificate program. The Federal Pell Grant Award is proportional to a student's attendance (full or part time) and required satisfactory progress under the institution's standards and practices.

SAP helps monitor whether students are moving toward successful completion of a certificate program in a timely manner. In order to be meeting SAP requirements, students must maintain a specified grade point average (GPA) (Qualitative) and attendance marks (Quantitative), and proceed through the program at a pace leading toward completion in a specified time frame. Tri-Community Adult Education measures progress in clock hours. Rules are applied uniformly to all students whether or not aid has been previously received. Students SAP will be monitored at the end of each payment period.

Qualitative Requirement

Students must maintain a cumulative grade point average (GPA) of 2.0 or better on a 4.0 scale. For any program more than two academic years in length, students must have a minimum of a 2.0 GPA at the end of the second academic year. For the purpose of this policy, grades of "A", "B", "C" and "D" are considered making satisfactory academic progress. Grades of "F", and "I" are considered *not* making academic progress. An incomplete grade is considered the same as an "F" when evaluating SAP.

Quantitative Requirement

Students need to maintain a cumulative attendance record of 67% or higher to finish the program in the maximum time frame.

Maximum Time Frame

Students may receive financial aid for up to 150% of the published clock hour length of their declared

program. Students must, regardless of whether or not financial aid has been previously received, finish their program within the maximum time frame.

Evaluation Points/Payment Periods

Program Name: **Welding - 1200 Clock Hours**

Payment Periods: 1-450 Clock Hours 451-900 Clock Hours 901-1200 Clock Hours

Evaluation Points: 451 Clock Hours, 901 Clock Hours

Program Name: **Court Reporter - 4600 Clock Hours**

Payment Periods:

0 - 540

541 - 1080

1081 - 1620

1621 - 2160

2161 - 2700

2701 - 3240

3241 - 3780

3781 - 4320

4321 - 4600

Evaluation Points:

541 Clock Hours

1081 Clock Hours

1621 Clock Hours

2161 Clock Hours

2701 Clock Hours

3241 Clock Hours

3781 Clock Hours

4321 Clock Hours

Administrative Withdrawal

A student on probation who fails to attain satisfactory academic progress (SAP) or earn a GPA of 2.0 or higher at the end of the payment period or period of enrollment for which they were placed on probation will be administratively withdrawn from Tri-Community Adult Education (TCAE).

A student may also be Administratively Withdrawn from TCAE for any of the following acts:

- Cheating on exams/test or assignments
- Disruptive behavior in class or on campus
- Behavior which jeopardizes the physical or emotional well-being of students, instructors or others.

- Plagiarism or claiming that another person's work or ideas were yours without giving them proper credit
- Knowingly providing false information, verbally or on paperwork
- Using, selling, and/or possessing illegal drugs or legal drugs without a valid prescription
- Carrying and/or using a gun, knife, or other weapons on campus
- Drinking alcohol on campus
- Other Criminal offenses both on- or off-campus, including but not limited to the following:
 - public indecency
 - sexual offenses/ sexual assault
- Stealing
- Destruction of school property or another student's property
- Harassment, bullying, threats, intimidation or repeated disrespect toward students, instructors, or school staff.
- Fighting (physical altercation)

Students receiving Title IV funds who are Administratively Withdrawn from TCAE will have all future financial aid payments canceled. R2T4 will be performed and a calculation of student earned Title IV funds will be determined. Any unearned Title IV funds must be returned to the Federal Student Aid programs. If Title IV funds have already been paid out to the student for the payment period, the student was Administratively Withdrawn, the student will need to return the funds received. An Overpayment will also be reported to the National Student Loan Data System (NSLDS) until the student has returned the unearned portion of Title IV funds received.

It is important to note: the total Title IV funds earned may not be enough to cover the institutional charges for the period of enrollment. When this occurs, the student is responsible for any outstanding charges not paid to the school through the student's Title IV funds.

Financial Aid (FA) Warning

A student who is receiving Title IV Funds who begins to have difficulty meeting either the Qualitative and/or Quantitative standards set forth by the school's SAP policy will receive the statement "Financial Aid Warning" (FA Warning) on their student enrollment record for the payment period or period of enrollment in which the FA Warning is issued.

The Financial Aid Counselor submits a form indicating the reason or reasons why a student has been given an FA Warning. The Counselor will notify both the financial aid office and program coordinator by providing each with a copy of the FA Warning. The school counselor or the financial aid office may initiate a meeting with the student or contact the class instructor to determine if the FA Warning has been resolved.

To resolve the FA Warning a student must do the following:

- Meet with their class instructor to review or resolve whatever concerns caused the student to be given an FA Warning.
- Complete the payment period or enrollment period successfully, which is defined as meeting Satisfactory Academic Progress (SAP).

Appeals

Students who are found to be out of compliance with the standards for satisfactory academic progress (SAP) and placed on academic suspension may appeal such a decision. A written appeal must be submitted to the School Principal outlining the basis of the appeal along with supporting documentation for the appeal. The appeal must be submitted within 10 business days of the academic suspension. The Principal will rule on the student's appeal and inform the student in writing of the decision.

- Students reinstated upon appeal will be placed on Academic Probation until SAP is met or the student meets the minimum conditions and/or requirements set forth by their Student Academic Plan.

Course Repetition

If a student repeats a failed or previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion rate and maximum time frame. Students who passed a class and choose to repeat for a higher grade are not eligible to receive financial aid for the repeated class. Students may receive financial aid for a failed class that they repeat until they pass (as long as they are meeting all of the other SAP requirements).

Transfer Students

Prior to the awarding of financial aid for students who attended other colleges, submission by the student of all academic transcripts is required regardless if the student received financial aid at their

previous college.

Credit hours from another institution that are accepted towards the student's education program must count as both attempted and completed hours. Students who have below a cumulative 2.0 grade point average at their last college are placed on probationary status for their first term of enrollment at Tri-Community Adult Education. Students in probationary status are not eligible to receive financial aid unless an SAP appeal is submitted and approved by Financial Aid Counselor. If at the conclusion of that first term of enrollment the transfer student is not meeting the requirements of SAP the student is deemed ineligible for Financial Aid for that term.

Failure to Return

The school will advise the student, prior to granting the LOA, the effect that failure to return from a LOA may have on Pell Grant eligibility. If a student does not return from an approved LOA, the withdrawal date will be the student's last date of attendance. If the student reenters, after withdrawing from the school, the previously approved LOA days will count toward the student LOA maximum of 180 days in a 12-month period. If receiving outside funding, the student must contact the agency or source of funding and follow their procedures. It is not TCAE's responsibility to notify community funding agencies of changes resulting from your leave of absence. Most funding agencies will require LOA documentation. A portion the students' financial aid may be refunded back to its source (federal and/or private).

Electronic Devices

Any electronic device that disrupts learning is prohibited on school grounds. These devices are prohibited during program hours unless the instructor gives permission for educational purposes. Staff may require a student to stop using their phone if it is interfering with the learning process or if it is disrupting others. No taping or recording of classes is permitted. Taping or recording can only be performed with teacher/student approval.

Equal Opportunity

TCAE does not discriminate in its admissions to, or treatment in, its programs and activities, including: advertising, training, placement, and employment. Non-discrimination applies to hiring of all positions and admission of all students into all programs. Students with special needs such as physical, mental conditions or learning disabilities are considered for admission. For further information regarding this policy or for a copy of the procedure to report an incident, see the staff in the Student Services Center.

Freedom of Expression

It is the policy of the school to allow and protect reasonable and legal expressions, speeches, and actions according to the federal and state laws and Education Code Section 76120. Students have the right to exercise free expression. The policy excludes expression that is obscene, libelous or slanderous according to current legal standards or that incites students to create a clear and present danger or to commit unlawful acts on the school premises or property. Inciting students to riot, or the violation of lawful school regulations or policies or the substantial disruption of the orderly operation of the school or its programs, is also prohibited.

Visitors on Campus

Only enrolled students may attend classes. Any visitors to the school and in the classrooms must have permission from the instructors and the TCAE Administrators.

Instructional Material Policy

Students enrolled and attending programs are required to provide certain instructional and other materials including, but not limited to reference materials, school supplies, and appropriate shoes. Program syllabus will list the additional items needed for their program.

If items issued to the student become lost or damaged it is the responsibility of the student to replace the items in a timely manner so their participation in the program is not impacted. The student can locate and purchase the items on their own that meet the specifications of the

program. It is the student's responsibility to order and pay for all fees associated with replacing the items.

Program Cancellation

In the event of program cancellation, all fees will be refunded within 30 days of the cancellation date without requiring a request from the student. All refunds are mailed to student.

Military Service

A student who is called for active military service shall **not** incur academic or financial penalties due to performing military services on behalf of our country. Fees will be refunded on a prorated basis and calculated by the number of program hours completed and any supplies and materials issued to the student.

Student Grievance Policy

The following steps should be followed when a student grievance occurs:

Step One: Discuss the issue with the instructor and/or the Instructional Supervisor. Every attempt should be made by the instructor and/or the Instructional Supervisor and the student to resolve the matter at this level. Complaints and/or concerns that did not get resolved at this step may proceed to Step Two. If the student is dissatisfied with the response or the solutions after completing Step One, the student may elevate this to Step Two.

Step Two: Schedule a meeting with an Academic or Financial Aid Counselor. An appointment with the Academic Counselor or Financial Aid counselor will be provided to the student with ten (10) days of receiving the concern.

After discussing the matter at this step, the Academic or Financial Aid Counselor will have five days in which to provide the student with a decision. During the five (5) days the Counselor will investigate the matter and gather pertinent information. If the student is dissatisfied with the response or the solution after completing Step Two, the student may elevate this to Step Three.

Step Three: If the student is dissatisfied with the response or the solution after completing Step Two, the student may elevate the process by addressing the complaint or concern in writing to the Principal at Tri-Community Adult Education.

The complaint or the concern must:

1. Be in writing using the Student Grievance Procedure form (available in the Counseling Office).
2. Describe the nature of the complaint or concern and alleged violation(s).
3. Describe the steps the student has taken in attempting to resolve the matter.

After the written complaint or concern has been submitted to the Principal, he/she has five (5) days to review the matter and provide the student with a decision.

Step Four: Questions or concerns that are not satisfactorily resolved by Tri-Community Adult Education staff may be brought to the attention of the local governing board. To submit a complaint, contact Bridget Swain, Covina Valley Unified School District, 519 E Badillo St, Covina, CA 91723, telephone (626) 974-7000, or email pkennedy@c-vusd.org.

Students' complaints alleging discrimination or a violation of a federal or state law that are not satisfactorily resolved by Tri-Community Adult Education staff or the local governing board may be brought to the attention of California Department of Education. The complaint must be submitted in writing. For assistance please contact Bridget Swain (626) 974-7000.

If the student feels the school has not adequately address the complaint or the concern, the student might consider contacting:

Western Association of Schools and Colleges www.acswasc.org 43517 Ridge Park Drive, Suite 1, Temecula, CA 92590 (951) 693-2250 Fax: (951) 639-2251

Council on Occupational Education www.council.org 7840 Roswell Rd, Bldg.300, Suite 325, Atlanta, 30350 (800) 917-2081 Fax: (770) 396-3790

NONDISCRIMINATION/HARASSMENT POLICY

Discrimination prohibited:

No person shall, on the basis of race, color, ancestry, national origin, gender, marital status, handicap, age, religion, or political beliefs, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity except as provided for use by law or regulation.

The TCAE, Governing Board and staff desires to provide a safe school environment that allows all students equal access and opportunities in the academic and other educational support programs, services, and activities. The Board prohibits, at any school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy shall apply to all acts related to school activity or to school attendance occurring within a district school.

Unlawful discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.



Section Five

Student Expectations

RULES OF STUDENT CONDUCT

Tri-Community Adult Education Programs are designed to reflect the real work environment in every way possible. Productive and consistent attendance is required in all programs. Similar to the rules, regulations, and guidelines required in industry, Tri-Community Adult Education (TCAE) requires all students to adhere to and comply with basic rules of student conduct and to abide by the authority of administrators and teachers during their participation. Tri-Community Adult Education students should be self-directed learners who demonstrate concern and respect for others. Students who make poor decisions will be held accountable for their actions.

Involvement in any of the following actions, including, but not limited to, while on a TCAE campus, participating in any TCAE sponsored activity, community classroom training site, or going to or coming from any such location, may result in dismissal from their academic, vocational or community program, as well as disciplinary action, up to and including expulsion based on “reasonable cause.”

- Willfully using force or violence, causing, attempting to cause, or threatening to cause physical injury to another person, except in self-defense.
- Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object.
- Unlawful possession, use, sale or otherwise furnishing or being under the influence of any controlled substance, alcoholic beverage, or an intoxicant of any kind. TCAE prohibits the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance on campus or as part of any school activity.
- Committed or attempt to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property. School property includes, but is not limited to, electronic files and databases. Damage also includes violating computer software license/agreements/copyrights or tampering with computer hardware/software configurations.
- Stealing, attempting to steal, or knowingly receiving stolen TCAE property or private property.
- This campus is a smoke-free facility. Use of tobacco, or any products containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel is prohibited.
- Committed an obscene act or engaging in habitual profanity or vulgarity.
- Committed or attempt to commit a sexual assault or sexual battery. Incidents of domestic violence, dating violence, and stalking. Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others; or suffer substantial emotional distress.
- Possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia. TCAE is a drug free campus.
- Disrupting school activities, dishonest behavior within the classroom or training sites, or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other Tri-Community Adult Education personnel engaged in the performance of their duties.
- Possession of an imitation firearm. As used in this rule, “imitation firearm” means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Harassing, threatening, or intimidating a pupil who is a complaining witness or a witness in a school or school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- Engaging in or attempting to engage in hazing. Hazing is defined as a method of initiation.
- Wearing inappropriate attire. Teachers will advise students of appropriate classroom and community classroom attire as it relates to their specific training program.
- Committing acts of sexual harassment defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, including “sexting” (sending sexually explicit text messages or images.)
- No bullying, including cyber bullying. Acts of bullying by use of the internet (e.g. social networking sites, email, etc.), text messaging, or other electronic devices (including telephones/cell phones) can be grounds for discipline. Bullying is an act by a person or group directed specifically against another person or group that constitutes sexual harassment, hate violence or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile education environment. The use of any music devices, video cameras, and other distracting devices are prohibited during program times while in class. TCAE does not assume responsibility for any lost or stolen property. The use of cell phones and similar devices are not allowed unless the teacher gives permission and the use is to promote instruction. Students are encouraged to maintain their own insurance coverage.

School Property

Destruction and abuse of school property will result in dismissal from any TCAE Program and may include restitution.

Sexual Harassment

TCAE’s Governing Board and all staff are committed to maintaining an educational environment that is free from harassment, intimidation, exploitation, or unwelcomed sexual advances, request for sexual favors, and other verbal, visual, or physical conduct or communications of a sexual nature as defined and otherwise prohibited by the State and Federal rules, regulations, statutes, and laws prohibiting sexual harassment and retaliation. All students should be aware that TCAE strongly disapproves of any conduct that constitutes sexual harassment. TCAE forbids sexual harassment of its students and employees by faculty, managers, supervisors, employees, other students, or members of the general public. TCAE will take action and disciplinary measures to ensure compliance. All harassment should be reported immediately to your teacher or to any other Tri-Community Adult Education staff person.

Student Dress Code

TCAE believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable, with regard to safety or disruption of the learning process. Refer to the program syllabi for specific requirements, for your program.

Tobacco Free/No Smoking

The Governing Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. In accordance with state and federal law, smoking is prohibited in all enclosed TCAE facilities and vehicles. (Labor Code 6404.5; 20 USC 6083)

Employees and visitors may smoke outside TCAE grounds, except in those areas designated as non smoking or otherwise prohibited by law.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any campus, except on a public sidewalk located within 25 feet of the campus. (Health and Safety Code 104495)

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, close cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products. **Smoking or the use of tobacco anywhere, anytime on TCAE sites or during any program activities at community sites while on official school business and/or activities, is prohibited.**



Section Six

Additional Resources

Change of Address, Phone or Name

Any change of address, phone number, or legal proof of name change must be submitted in writing to the staff in Student Services. In order to ensure accurate records, you must keep Tri-Community Adult Education informed of all changes.

Personal Items

You are asked to monitor your own personal property (i.e. school books, wallets, purses, jewelry, clothing, book bags, etc.), as the school is not responsible for lost or stolen property.

Release of Student Records

The release of all information regarding you is closely monitored and protected. If you desire your records to be sent to an institution, employer, etc., you must first complete the Student Information Release Authorization Form. Student Services staff will only release your records to the agency/individual designated on the form. There can be charge for requested copies of records.

Resource Center

You are welcome to use the computer lab located in the Student Services Office. Computers and printer are available for your use to complete class assignments, renew skills, conduct research, seek employment, or perform other student related business.

Restrooms

At Trade-Tech, restrooms are located in the shop area, the lobby across from the main office, and on the east end of campus. At Pioneer, restrooms are located on the east side of campus and on the center hallway. You should notify the staff in the Student Services Office if there is a special need or disability that requires access to a private facility. We will provide a private area for nursing mothers.

Review of Records

Tri-Community Adult Education maintains educational records in accordance with state and federal laws. You have the right to review your records but may be charged a fee for any requested copies. If you are a student under the age of eighteen and is enrolled at Tri-Community Adult Education your parents or legal guardians may review your records. Students, who are eighteen or older and enrolled in a postsecondary program, must give written permission for anyone to review their records. Refer to the FERPA Policy for more specific details and exceptions.

Security

Tri-Community Adult Education does not maintain campus police staff. Local law enforcement has authority.

Annually the Tri-Community Adult Education compiles a crime, fire and safety report to all of its employees and students as part of the commitment to campus safety. The Main Campus/Pioneer Center has a night supervisor.

Services Available to All Adult Students

The Student Services Office and the Student Center Staff works closely with all students and teachers to ensure students have the necessary support services that leads to student success.

The staff in the Student Services Office will assist you with a variety of services. The services listed below are available to all current and previous adult students.

Services Available

- Assessment
- Career Guidance
- Copies of Documents
- Current Labor Market Information
- Educational Guidance
- Employability Skills Information
- Financial Aid Counseling and Exit Meetings
- Financial Aid Information
- GED® and HiSET® Information
- Guidance Counseling and Referrals
- Job Leads
- Job Seeking Skills
- Resource Center in Student Services
- Student Records
- Student Safety Information
- Substance Abuse Referral
- Tutoring

Student Break Area

There are inside and outside eating/break areas that are available for student use with drink/snack machines and a microwave at both sites. Additionally, there are a variety of restaurants and fast food options in the vicinity. Food and drinks are not permitted near computers or electronic devices.

Copyright

The Tri-Community Adult Education affirms the obligation of its teachers, staff, and students to comply with all Federal laws (Title 17, United States Code) regarding copyright. This policy grows out of the time-honored academic tradition that the creators of works own certain exclusive rights regarding the products of their scholarly, pedagogical, or creative activities. This principle underlies Tri-Community Adult Education Program's commitment to encouraging respect for, and the responsible use of, the intellectual property of others. This policy affirms that copyright legislation exists to encourage the generation and distribution of intellectual works in order to advance the public good. Copyright law gives copyright holders (writers, publishers, artists, etc.) the exclusive rights to distribute, copy, perform, or publicly display, their own original works. Tri-Community Adult Education recognizes its obligation to inform members of the campus community about this law, and to promote the exercise of the rights and responsibilities granted under this law.

The College Affordability and Opportunity Act (CAOA) of 2008

The College Affordability and Opportunity Act of 2008, which amends and extends the 1965 Higher Education Act, requires that institutions of higher education receiving Federal funding create institutional policies regarding the infringement of copyright. It mandates that schools inform and educate the school community about copyright infringement, and that the school has developed policies to prevent copyright infringement.

Section 488 of the law requires that institutions of higher education, as part of that program make an annual disclosure that does the following:

- Informs students that the unauthorized distribution of copyrighted material (including peer-to-peer file sharing) may subject them to civil or criminal liability.
- Summarizes the penalties for violation of Federal copyright laws.
- Describes the institution's policies regarding unauthorized peer-to-peer file sharing,

including what disciplinary actions may be taken against students who engage in the unauthorized distribution of copyrighted materials using the institution's information technology system.

- Always give appropriate credit to the source of your material, even if the material is no longer under copyright or is exempt from the need for permission under fair use.

Violations of Copyright Policy demean the violator, discredit the accomplishments of peers, and tarnish the reputation of TCAE This policy applies to all staff and students at TCAE.

Drug & Alcohol Abuse Prevention Information For a Drug -Free Workplace

The following Drug-Free Workplace Information is to notify all employees, faculty, and students that pursuant to the Federal Drug- Free Workplace Act of 1988 (Public Law 101-690) and California Drug-Free Workplace Act of 1990, the Tri-Community Adult Education (TCAE) prohibits the unlawful manufacturing, distribution, dispensing, possession, or use of a controlled substance in the workplace, on school property, or as part of any school activity.

TCAE similarly prohibits the unlawful use, possession, and distribution of alcohol in the workplace, on school property, or as part of any school activity, as well as any other unlawful conduct involving alcohol.

For the purpose of this information, the site for performance of work done in connection with grants, and thus the drug-free workplace, consists of all locations where TCAE does business. This includes, but is not limited to all lecture classrooms, computer labs, labs, community sites, parking lot, all administrative offices, corridors, storage rooms, and any space to be added in the future.

Health Risks

The abuse of narcotics, depressants, stimulants, hallucinogens, or alcohol can cause serious detriment to a person's health. The health risks associated with the misuse of the previously mentioned drugs vary but include, and are not limited to: convulsions, coma, paralysis, irreversible brain damage, tremors, fatigue, paranoia, insomnia, and possible death. Drug and alcohol abuse is extremely harmful to a person's health, interferes with productivity and alertness, and working while under the influence of drugs or alcohol could be a danger to the employee, faculty, or student under the influence and fellow workers, faculty, and students.

Described below are some of the additional dangers and symptoms relative to use/abuse:

Marijuana

Commonly known as "pot", it is a plant with the botanical name of cannabis sativa. Pot is almost always smoked but can be ingested. Use causes the central nervous system to become disorganized and confused. Most users experience an increase in heart rate, reddening of eyes and dryness of the throat and mouth. Studies have proven that marijuana's mental effects include temporary impairment of short-term memory and an altered sense of time. It also reduces the ability to perform tasks requiring concentration, swift reactions and coordination. Feelings of euphoria, relaxation and bouts of exaggerated laughter are also commonly reported. Smoking "pot" may cause: brain chemical changes, an altered reality, physically

damaged lungs, emphysema, chronic bronchitis, lung cancer, a weakened immune system, damage to sperm in males, irregular menstrual cycles in females, reduced fertility and sex drive.

Cocaine/Crack

Cocaine is a stimulant drug, which is derived from the coca plant. Street cocaine is available in the form of a powder or a “rock” of crack and is most commonly inhaled or smoked. Cocaine increases the heart rate and blood pressure and is very addictive. Crack is a form of smokable cocaine named for the popping sound it makes when burned. It is a mixture of cocaine, baking soda, and water. It is 5-10 times more potent than cocaine and is extremely dangerous. It has been reported that addiction can occur with as few as two “hits”. Some of the symptoms of cocaine/crack abuse are: personality changes, unexplained weight loss, excess sniffing and coughing, insomnia, depression, irritability, neglect of responsibility toward work, school, family and friends, and panic attacks.

Alcohol

In small doses, alcohol has a tranquilizing effect on most people, although it appears to stimulate others. Alcohol first acts on those parts of the brain that affect self-control and other learned behaviors; lowered self-control often leads to the aggressive behavior associated with those who drink. Alcohol use can also quickly cause dehydration, coordination problems, and blurred vision. In large doses, alcohol can dull sensation and impair muscular coordination, memory and judgment. Taken in larger quantities over a long period of time, alcohol can damage the liver and heart and cause brain damage and a great number of other health, medical, and social issues.

Hallucinogens

These are also known as psychedelics. The effects vary; the same person may have different reactions on different occasions. Most users are affected by changes in time and space perception, delusions and hallucinations. The effects may be mild or overwhelming, depending on the dose and quantity or the drug. Physical reactions range from minor changes such as dilated pupils, a rise in temperature and heartbeat to tumors. High doses can greatly alter the state of consciousness. After taking a hallucinogenic, the user loses control of thought processes. Although many perceptions are pleasant, others may cause panic or may make a person believe that he or she cannot be harmed. These delusions can be quite dangerous.

Heroin

Heroin is a narcotic, which relieves pain and induces sleep. Commonly known as “junk” or “smack”, heroin is a highly addictive depressant and has been attributed as the cause of many deaths. Obvious symptoms include “pin point pupils”, drowsy, lethargic, slurred speech and an inability to concentrate. Related medications used to treat pain include OxyContin and oxycodone, methadone, and codeine. The abuse of painkillers ranks second only to the abuse of marijuana in the United States. Heroin users experience a high rate of infectious diseases due to a weakened immune system and dirty needles shared by users. Children can be born addicted or can become addicted from heroin in the mother’s milk.

Crystal Methamphetamine

Crystal methamphetamine is a colorless, odorless powerful and highly addictive synthetic (man-made) stimulant. Crystal methamphetamine typically resembles small fragments of

glass or shiny blue-white “rocks” of various sizes. Like powdered methamphetamine, crystal methamphetamine produces long-lasting euphoric effects. Crystal methamphetamine, however, typically has a higher purity level and may produce even longer-lasting and more intense physiological effects than the powdered form of the drug. Crystal methamphetamine use is associated with numerous serious physical problems. The drug can cause rapid heart rate, increased blood pressure, and damage to the small blood vessels in the brain – which can lead to stroke. Chronic use of the drug can result in inflammation of the heart lining. Overdoses can cause hyperthermia (elevated body temperature), convulsions, and death. Individuals who use crystal methamphetamine also may have episodes of violent behavior, paranoia, anxiety, confusion, and insomnia. The drug can produce psychotic symptoms that persist for months or years after an individual has stopped using the drug. Crystal methamphetamine users who inject the drug expose themselves to additional risks, including contracting HIV (human immunodeficiency virus), scarred or collapsed veins, infections of the heart lining and valves, abscesses, pneumonia, tuberculosis, and liver or kidney disease.

Depressants

Depressants are highly addictive. They are usually known as “downers”. A user may be drowsy, lethargic, suffer from memory loss and have slurred speech. Many lawful drugs that have a depressant feature are from the family of drugs called barbiturates. More serious effects of the abuse of downers are liver damage, paradoxical anxiety and excited rage, coma and death.

Ecstasy

(MDMA) Also known as XTC, X and E, Ecstasy is a mind altering drug with hallucinogenic and speed like side effects. Often used at raves it is taken to promote loss of inhibition, excited-ness, euphoria, energy, and sexual stimulation. Ecstasy increases the amounts of serotonin in a person’s brain, which causes increased energy and cheerfulness; it also contains anti-coagulative properties, which can cause a person to bleed to death if injured. Ecstasy can also cause serious brain damage in a short time. Side effects of ecstasy are: depression, increase in heart rate and blood pressure, muscle tension, nausea, blurred vision, faintness, chills, brain damage, organ damage, and death. Similar “designer drugs” include MDEA and MDA (also known as “Adam” and “Eve”)

Ritalin

Methylphenidate (Ritalin) is a medication prescribed for individuals (usually children) who have an abnormally high level of activity or attention-deficit hyperactivity disorder (ADHD). It contains amphetamines and can be abused as a stimulant by those other than for whom prescribed. When abused, the tablets are either taken orally or crushed and snorted. Some abusers dissolve the tablets in water and inject the mixture – complications can arise from this because insoluble fillers in the tablets can block small blood vessels.

GHB

Gamma-hydroxyl butyrate is an intoxicating chemical with medical, recreational, and potentially dangerous uses. Its use is illegal for any purpose in the United States. Nicknamed the “date rape drug,” it is a clear liquid often mixed in drinks to promote relaxation or increased sociability. When taken, side effects can be: drowsiness, dizziness, vomiting, amnesia, decreased motor skills, slurring of speech, unarousable sleep (coma) and death. GHB was used as a dietary supplement until banned by the FDA. GHB is now illegal in the United States.

Common slang names for GHB are: G, Liquid X, GBH, Gamma-oh, Blue Verve, Grievous Bodily Harm, Goop, and EZLay.

Laws relating to Drug Violations

Attached is a list of violation codes associated with the unlawful manufacture, distribution, dispensing, possession or use of any controlled substance. Any employee, faculty or student violating any of the described laws of the Health and Safety Code or the Business and Professional Code could be subject to fines and imprisonment.

1. The notification shall also state that as a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.

For the purpose of this policy, "conviction" shall mean a finding of guilty, including a plea of nolocontendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

2. Establish a drug and alcohol-free awareness program to inform employees about:
 - a. The dangers of drug and alcohol abuse in the workplace
 - b. The TCAE policy of maintaining drug and alcohol-free workplaces
 - c. Any available drug and alcohol counseling, rehabilitation, and employee assistance programs
 - d. The penalties that may be imposed on employees for drug and alcohol abuse violations
3. Notify the appropriate federal granting or contracting agencies within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace.
4. Initiate disciplinary action within 30 days after receiving notice of a conviction for a violation in the workplace from an employee or otherwise. Such action shall be consistent with state and federal law, the appropriate employment offer, and TCAE policy and practices.
5. Make a good faith effort to continue maintaining a drug and alcohol-free workplace through implementation of Board policy.

Students

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep Tri-Community Adult Education schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

Intervention, Referral and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs. The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students suspected of alcohol and drug use may be prohibited from certain activities or programs.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.