

## Auburn Vocational School District BOARD OF EDUCATION

### Minutes of June 28, 2016

The June 28, 2016 regular meeting of the Auburn Vocational School District was called to order by Mr. Walter at 7:00 p.m.

Upon roll call, the following members were present:

Mrs. Brush	Mr. Kent	Mr. Miller	Mrs. Wanyek
Dr. Culotta	Mr. Klima	Mr. Stefanko	Mrs. Wheeler
Mrs. Javins	Dr. Kolkowski	Mr. Walter	

Administrators: Margaret Lynch, Sherry Williamson, Jeff Slavkovsky, Sandy Ranck, Marcy Trew and Victoria Bryant

#### **092-16      Approve Agenda**

A motion was made by Dr. Kolkowski and seconded by Mr. Kent to approve the June 28, 2016 agenda.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

#### **093-16      Approve Minutes Last Meeting**

A motion was made by Mr. Kent and seconded by Dr. Kolkowski to approve the minutes of the June 7, 2016 Board meeting.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**Public Participation** – Several Adult Welding students from the night class attended the meeting to address concerns of the program with the Board. Eric Smith & Tyler Barclay spoke on behalf of the welding students.

**Administrative Report**

- a) Good News Update for 2015-2016 School Year
- b) Welding Discussion

**094-16 Establish Budget for Adult Welding Program**

A motion was made by Dr. Kolkowski and seconded by Mrs. Brush to establish a budget of up to \$25,000.00 to implement a solution to resolve the welding program deficiencies through monitoring and direction of the Board.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**Facilities Committee Report** – Ms. Maggie Lynch presented an update to the Board

**095-16 Approve Landscaping Contract**

A motion was made by Dr. Kolkowski and seconded by Mr. Stefanko to approve the Landscaping contract from Yardmaster, Inc. located in Painesville, Ohio in the amount of \$15,675.00. Additional companies were contacted, however, only one other quote that was submitted was from Landstyles, Inc. of Painesville, Ohio. (See Attachment #7A)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**Student Achievement Report** – No Report

**Legislative Report** – No Report



**Recruitment/ Curriculum Committee Report – No Report**

**Finance Committee Report – No Report**

**Render Financial Reports**

ORC 3313.29-The treasurer shall render a statement to the board and to the superintendent of the school district, monthly, or more often if required, showing the revenues and receipts from whatever sources derived, the various appropriations made by the board, the expenditures and disbursements therefrom, the purposes thereof, the balances remaining in each appropriation, and the assets and liabilities of the school district. The financial statements for the period ending May 31, 2016 are hereby rendered and include: Financial Summary, Appropriations Report, Monthly Comparison Report, Check Register, and Bank Reconciliation Report. (See Attachments)

**No Action Required**

**096-16 Approve Final Appropriation Measure**

A motion was made by Dr. Kolkowski and seconded by Mr. Kent to approve the Final Appropriation Measure for the FY15-16. (See Attachment Item #13)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed.

**097-16 Approve Final Advances and Transfers**

A motion was made by Dr. Kolkowski and seconded by Mr. Miller to approve the advances and transfers for FY15-16. (See Attachment Item #14)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**098-16 Approve Donation**

A motion was made by Mrs. Wheeler and seconded by Mr. Stefanko to approve a monetary donation of \$250.00 from Wildwood Garden Club, Mentor, Ohio. This monetary donation is to benefit the Horticulture Landscaping students with their activities.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**099-16 Approve Agreement for Interim Treasurer Services between the Auburn Vocational School District and the Riverside Local School District**

A motion was made by Mrs. Wheeler and seconded by Mr. Kent to approve the agreement for Interim Treasurer Services between Auburn Vocational School District and Riverside Local School District effective July 1, 2016. (See Attachment Item #16)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** Dr. Kolkowski, Mr. Miller, and Mr. Stefanko

Mr. Walter declared the motion passed

**100-16 Human Resources**

A motion was made Mr. Klima and seconded by Mrs. Javins to approve

***A. Approve Unpaid Leave***

Approve six (6) unpaid leave days of for Mr. Dominic DePasquale in the amount of \$810.60 for the time period of June 17, 2016 through June 24, 2016.

***B. Approve Retirement***

Approve the retirement from Mrs. Rexene Madl, Administrative Assistant in the GED/ABLE program, effective August 1, 2016. Mrs. Madl has been with Auburn for 12 years.



**C. Approve Adult Workforce Education Staff for 2015-2016**

Employ the following staff for the 2015-2016 school year.

Dr. Harry Pearce      Medical Director of EMT/Paramedic  
\$30.00/hourly

**D. Approve Classified Two Year Contract**

Classified License Contract Two Year Contract 2015-2017				
Staff Name	Title	Salary	Daily Rate	Contract Days
Victoria Bryant	Assistant Treasurer	\$49,660.00	\$191.00	260

**E. Approve Wellness Co-Chairs Reimbursement**

Approve the reimbursement of wellness co-chairs Ms. Dee Stark and Ms. Dorothy Bentley each \$250.00 from the Lake County Health Care Consortium. This is no cost to Auburn.

**F. Employ Staff 2016-2017 School Year**

Employ Ms. Jessica Brown as the School Receptionist. Ms. Brown will be working 260 days for the amount of \$25,480.00 for the 2016-2017 school year.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**101-16      Approve Interim Treasurer Services Rate**

A motion was made by Mrs. Javins and seconded by Mr. Kent to approve Ms. Victoria Bryant to provide Interim Treasurer Services to the Riverside School District at the rate of \$40 per hour for all hours worked, effective July 1, 2016. For those hours worked during her normal workday, she will have her pay reduced by her normal hourly rate.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
**Abstain:** Dr. Kolkowski  
Mr. Walter declared the motion passed



### 102-16 Approve Extended Work Days 2015-2016 School Year

A motion was made by Mrs. Javins and seconded by Mr. Klima to approve 12 extended work days for Ms. Dawn Bubonic for the 2015-2016 school year ending July 31, 2016. Daily rate of \$206.89 equals a total amount of \$2,482.68.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
 Mr. Walter declared the motion passed

### 103-16 Approve Extra Time for 2015-2016 School Year

A motion was made by Mr. Miller and seconded by Mrs. Wheeler to approve extra time for the following personnel.

<i>Instructor Name</i>	<i>Program</i>	<i>Amount</i>	<i>Topic Covered/Purpose</i>
David Richards	Horticulture Landscape	\$386.95	Prep for CDE Finals with students, Apply growth retardant and insecticide to Greenhouse
Dawn Bubonic	Marketing/Public Relations	\$652.97	Marketing & Advertising, Social Media

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
 Mr. Walter declared the motion passed

### 104-16 Approve Adult Workforce Education Public Safety Director

A motion was made by Mr. Miller and seconded by Mr. Stefanko to approve Mr. Sean Davis as the Director of Public Safety for the Adult Workforce Education Department. With a salary amount of \$68,500.00 at 260 days. Mr. Davis has completed his Bachelor Degree in Fire Science from Kaplan University. Mr. Davis comes with 18 years of experience and knowledge in the EMT/Paramedic and Firefighter occupation.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** Dr. Kolkowski  
Mr. Walter declared the motion passed

**105-16 Approve Director of Adult Workforce Education and Transition Wages**

A motion was made by Mrs. Javins and seconded by Mr. Klima to approve a two-year contract for Ms. Andrea Tracy, Director of Adult Workforce Education from August 1, 2016 to July 31, 2018. Ms. Tracy contracted annually at \$75,000.00 for 260 days. She comes to us with a Master's degree of Business Administration from Lake Erie College. Also, to approve Ms. Andrea Tracy 10 transition day at her current daily rate of \$288.46 from July 18, 2016 to July 31, 2016 for a total amount of \$2,884.60. This will provide an opportunity for transition with the current director.

Roll Call: **Ayes:** Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Stefanko, Mrs. Wanyek, and Mrs. Wheeler

**Nays:** Mrs. Brush, Dr. Culotta, Dr. Kolkowski, Mr. Walter

**Abstain:** Mr. Miller  
Mr. Walter declared the motion passed

**106-16 Approve 2016-2017 School Crisis Plan**

A motion was made by Mr. Klima and seconded by Mr. Kent to approve the school crisis plan for the 2016-2017 school year. The plan consists of updates from the policies and/or laws that have been modified at the state level. Additions are in green, deletions in red and updates are highlighted. (See Attachment Item #24)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**107-16 Approve 2016-2017 High School Student/Parent Handbook**

A motion was made by Dr. Kolkowski and seconded by Mrs. Javins to approve the student/parent handbook for the 2016-2017 school year. The changes are due to the policies and/or laws that have modified at the state level. Additions are in green, deletions in red and updates are highlighted. (See Attachment Item #25)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**108-16 Approve Teacher Handbook for 2016-2017 School Year**

A motion was made by Dr. Kolkowski and seconded by Dr. Culotta to approve the Teacher Handbook for the 2016-2017 school year. (See Attachment #26)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**109-16 Approve Elimination of the Junior Maintenance and Environmental Services Program**

A motion was made by Dr. Kolkowski and seconded by Mr. Miller to approve the elimination of the junior Maintenance and Environmental Services program for the 2016-2017 school year. Effective 2017-2018 school year the program will no longer be offered.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed



**110-16 Approve WKKY Advertising Contract**

A motion was made by Mr. Klima and seconded by Mr. Stefanko to approve the 12-month agreement between WKKY and Auburn Career Center from June 1, 2016 thru May 30, 2017 in the amount of \$15,000.00. This package includes, daytime commercials, email blasts, banner ad on WKKY's home page, remote broadcasts, rotation ad on WKKY's stream, live interactive commercials and sign on WKKY's van. (See Attachment #28)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

**Abstain:** Mr. Walter

Mr. Walter declared the motion passed

**111-16 Approve Reducing FENOC Fee for 2016-2017**

A motion was made by Dr. Kolkowski and seconded by Mr. Miller to approve that the Board of Education comply with First Energy's request of 6% reduction of fees for 2016-2017 FENOC drills.

Roll Call: **Ayes:** None

**Nays:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

Mr. Walter declared the motion failed

**112-16 Executive Session**

A motion was made by Dr. Kolkowski and seconded by Dr. Culotta to enter into executive session at 9:13 p.m. following a roll call for the following purpose:

- Pursuant to Ohio Revised Code Section 121.22(G) (1), I hereby recommend that the Board make a motion to adjourn to executive session for the purpose of considering the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of public employees or regulated individuals, or the investigation of charges or complaints against a public employee or regulated individual unless such person requests a public hearing.

- Pursuant to Ohio Revised Code Section 121.22 (G)(2), I hereby recommend that the Board make a motion to adjourn to executive session to consider the purchase of property or the sale of property, if premature disclosure of information would give an unfair competitive bargaining advantage to a person whose private interest is adverse to the general public interest.
- Pursuant to Ohio Revised Code Section 121.22(G)(3), I hereby recommend that the Board make a motion to adjourn to executive session to meet with Board Legal Counsel to discuss disputes involving the Board and/or the School District that are the subject of pending or imminent court action.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**Return to public session at 9:52 p.m.**

**113-16 Approve Transferring Vacation Days**

A motion was made by Mr. Stefanko and seconded by Mr. Miller to permit Mr. John Dicks to carry over five (5) vacation days remaining from 15-16 to 16-17. This approval is due to extenuating circumstances and should not be construed as a change in the current practice.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

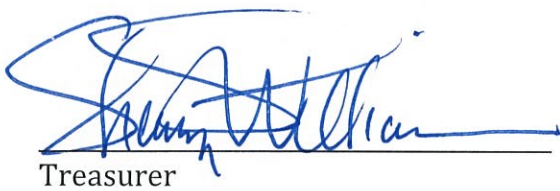
**114-16 Adjourn**

A motion was made by Mr. Miller and seconded by Mr. Klima to adjourn the meeting at 9:53 p.m.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed



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Treasurer



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Board President

**Treasurers Note:** The meeting was audio taped and a copy of the tape may be obtained by contacting the Treasurer during the course of normal business hours.





Auburn Vocational School District Board Meeting  
Request to Address the Board

Date of Meeting: June 28, 2014

Name	Address	Telephone	Topic
Tyler Barclay	5408 Links Rd	440-856-6074	welding
Eric Smith	15626 GAR Highway	440-313-1617	welding



Weekly Enrollment #'s, 5/26/15

Program	# Accepted Students THIS YEAR 2015/2016	# Accepted Students LAST YEAR 2014/2015
Advanced Manufacturing	12	13
Allied Health	13	20
Architect. Project Mgmt.	10	9
Auto Collision Repair	20	12
Auto Technology	20	16
Business Management Technology	10	N/A
Computer Networking	10	14
Construction	19	14
Cosmetology	40	40
Culinary Arts	17	20
Electrical Engineering Prep	10	7
Emergency Medical Serv.	15	20
Heating Ventil. Air Cond.	10	14
Industrial Maintenance Services	5	5
Information Support & Services	11	10
Interactive Multimedia	19	19
Internet Programming	20	17
Landscape Horticulture	10	12
Patient Care Technician	20	20
Sports Medicine	9	17
Teaching Professions	14	14
Welding	18	19
<b>Totals:</b>	<b>332</b>	<b>332</b>

<b>Program</b>	<b>CURRENT # Accepted Students</b>	<b>CURRENT # Wait List Applications</b>
<b>Advanced Manufacturing</b>	12	
<b>Allied Health</b>	20	35
<b>Architect. Project Mgmt.</b>	9	
<b>Auto Collision Repair</b>	15	
<b>Auto Technology</b>	20	
<b>Business Management Technology</b>	12	
<b>Computer Networking</b>	14	
<b>Construction</b>	18	
<b>Cosmetology</b>	40	44
<b>Culinary Arts</b>	20	5
<b>Electrical Engineering Prep</b>	14	
<b>Emergency Medical Serv.</b>	20	2
<b>Heating Ventil. Air Cond.</b>	20	
<b>Industrial Maintenance Services</b>	14	
<b>Information Support &amp; Services</b>	14	
<b>Interactive Multimedia</b>	17	
<b>Internet Programming</b>	11	
<b>Landscape Horticulture</b>	14	
<b>Patient Care Technician</b>	20	22
<b>Sports Medicine</b>	20	22
<b>Teaching Professions</b>	16	
<b>Welding</b>	20	7
<b>Totals:</b>	<b>380</b>	





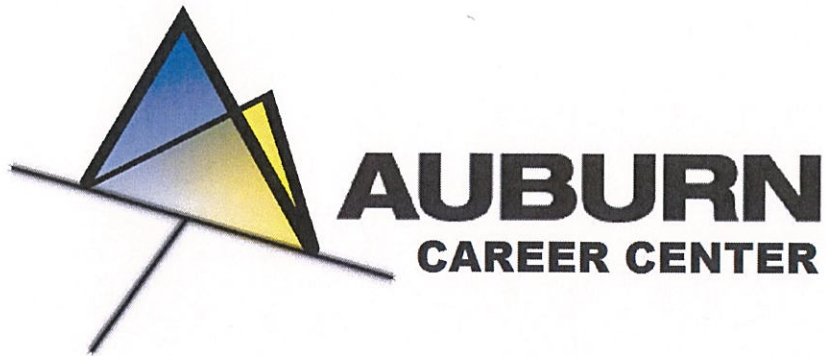
## **Facilities Committee Report – 6-28-16**

### **TLC:**

1. Project has been moved into by the owner, contractor is working on some final punch list/revisions.
2. The project is approximately 8% below budget (6 to 7 percent if you want to include the cost of the new pediment sign and dedication plaques)
3. The project should be closed out as soon as the work on the new pediment sign is completed.

### **Summer work 2016:**

1. Project is tracking on time and under budget.
2. Demolition work, masonry, and plumbing work has progressed.
3. There was to be a plumbing inspection today and then they were going to pour the floor back. After that the framing crew was to come in the next few days to frame wall for the plumber and electrician.
4. The replacement door frames are in and awaiting doors and hardware. Work on the door replacements to start soon.
5. The ancillary repair work, such as light on the exterior is to be coordinated with Joe once he is back from vacation



## *Attachment Item #6B*

# Administrative Report: Welding Discussion



## Administrative Report on Adult Workforce Director Welding Program Concerns

June 23, 2016

Dear Members of the Auburn Vocational School District Board of Education,

At the June 7, 2016 Board of Education meeting, several students presented concerns about the Adult Welding program. Board President Erik Walter requested that a report concerning student issues be prepared for the June 28, 2016 Board meeting.

Subsequent to the June 7, 2016 Board meeting, Board Member Brian Kolkowski visited the Adult Welding class, interviewed students and instructors and sent an email with his own questions and findings.

The attached report includes the summary facts and responses by myself and Adult Workforce Education Director, Marcy Trew. In order to facilitate conversation, the report is included in the Board Packet for Tuesday, June 28, 2016 meeting. Both Marcy Trew and I will be happy to answer any questions that Board Members may have during the discussion period scheduled on the Board Agenda.

Thank you all for your support of Auburn Career Center.

Sincerely,

Maggie Lynch  
Superintendent



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## Memo

**To:** Margaret Lynch  
**From:** Marcy R. Trew  
**Date:** June 20, 2016  
**Re:** 2015 – 2016 Welding Class Concerns

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### RESPONSE TO STUDENT CONCERNS:

During the week of March 17, 2016 a student, Emerson Messner, stopped by my office and stated he and other members of the class had some concerns and would like to meet with me. I requested that he and the other members of the class compile a list of the issues they would like to discuss and that I would meet with them on Monday, March 21, 2016. There had been prior incidents of students in this class acting and speaking inappropriately to one another and instructors and these incidents were dealt with on an individual basis. Therefore, I urged the student to ensure they had a list of topics and one or two designated speakers to allow the conversation to remain professional and on topic.

On **Monday, March 21, 2016**, I met with the students to discuss their concerns and to introduce them to the high school instructor that graciously offered to step in and assist in teaching the adult class while recruiting and hiring additional adult instructors.

The students provided me with a copy of their concerns attached hereto and titled "**Issues and Deficiencies encountered in the Adult Welding Class during Fall 2015 and Spring 2016.**"

I responded to their concerns as outlined in the **Friday, May 6, 2016** e-mail addressed to Margaret Lynch and attached hereto. This e-mail was presented as a follow up to the status of the student concerns and the current status of resolutions.

I have also included Michelle Rodewald's response to the students' concerns outlined in her **May 5, 2016** e-mail address to my attention as a means of follow-up and documentation to resolving student concerns.

Since the time of the May 6, 2016 e-mail providing an update to Margaret Lynch, the following areas of concern were addressed as follows:

- There were several student issues regarding interactions between the students that were investigated, addressed, and resolved.
- The **February 2016** newsletter provided information regarding employment resources and advertising the February 9, 2016 and March 8, 2016 job board training sessions. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office,

and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.

- The **March 2016** newsletter provided information regarding the top 10 soft skills in demand and advertising the March 23, 2016 resume writing session. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.
- The **April 2016** newsletter provided information regarding OhioMeansJobs employment resources, in demand careers, job board registration information, and advertising the April 19, 2016 interview skills practice night session. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.
- The **May 2016** newsletter provided information regarding tips for attending a job fair, interviewing techniques, and information regarding employers attending the Auburn Career Center job fair and the dates and times of the job fair. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.
- The **June 2016** newsletter provided information regarding the listing of hot jobs. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.

#### **RESPONSE TO WRITTEN CONCERNS OF BRIAN KOLKOWSKI DATED JUNE 15, 2016**

*"First, it doesn't appear to me like any progress has been made on the issues surrounding the adult welding class. In my opinion we owe it to these individuals to find a solution for them pronto!"*

- I have addressed the progress and how the issues have been resolved under the first portion of this response.

*"I have learned there are no books or instructional materials for this class."*

- To my knowledge and based on the information available on campus, no textbooks have been adopted for this class prior to or since my assumption of the position as Adult Workforce Director. All of the PowerPoints were developed and provided by Dan Gaul utilizing the syllabi and the instructional materials developed through Lincoln Electric and used in their welding school.
- The instructional materials utilized in the class is reviewed by the Program Advisory Committee meetings at least twice per year in order to provide feedback regarding the materials, programming, tools, equipment, and relevant needs of business community.



A copy of the Program Advisory committee meetings and all of the materials are documented for accreditation purposes in binders in the AWE Director's office. There has been no request for additional textbooks or learning materials and those provided have been deemed sufficient for student education.

- Any instructional materials to be considered must first be suggested by either the instructors or the members of the Program Advisory Committee. A review of the costs of the materials to be adopted must be completed and a textbook adoption form must be approved by the Board. The costs associated with those books are then reported to the Ohio Department of Job and Family Services agencies that provide tuition assistance, input into the Aceware accounting system to be assessed with the student courses, and advertised in the costs associated with the program. These adoptions must be made prior to the advertising and admissions into a program in order to be accurately reflected in the financial aid calculations and the required Tuition Payment Agreement. As an example, there are currently five (5) students already enrolled for the 2016-2017 Welding program scheduled to begin September 2016.
- Upon hiring Mr. Johnson, he indicated an interest in utilizing Lincoln Electric's textbook materials as well as the software support for the welding program. He met with the sales representative from Lincoln Electric and provided me with the e-mail providing the quote for the instructional materials and software. According to accreditation protocols, this information would need to be reviewed and provide feedback from the program advisory committee in their bi-annual meeting to take place in Fall of 2016 prior to be submitted to the Board for approval. I have attached a copy of the **June 17, 2016 e-mail and the attachments** provided to me.
- I have spoken to Mr. Johnson and Mr. Renda and they would like to add two textbooks to future courses. I have **attached a copy of the textbook information**. One of the textbooks from Lincoln Electric is currently out of stock. The cost of the two textbooks would be approximately \$160 for the two books. The books will need to be viewed and approved by the program advisory committee per requirements of COE program advisory committee meeting standards and a recommendation made to the board for adoption.
  - In the meantime, Tim Marek has assisted the instructors in locating and uploading electronic materials into the Blackboard learning management system to use for supplemental instruction. The instructors have expressed an interest in learning how to better manage the Blackboard and electronic materials and will be working with Tim Marek to hone these instructional skills to enhance their teaching of the technical skills.

*"I also learned that there is little to nothing our night time administration has provided in the way of orientation for our instructors including a list of responsibilities and what is handled by the day time vs. night time instructor, i.e., ordering, etc. Essentially they have been thrown into this class and told to teach but haven't been given the tools. There is no orientation as to our policies and general school procedures. As a result our instructors are unfamiliar with things that would help them teach that through a short common sense orientation could be explained and learned. This is on us."*

- All instructors are paid to attend a mandatory annual faculty development meeting scheduled to take place prior to the start of each school year. During that time the instructors are provided with a copy of the handbooks, all resources, forms, e-mail information, and introduced to key members of the AWE staff that provides support

throughout the year. They are provided with a folder of essential materials and information. Key elements of the position and specific requirements are reviewed during that time. Attached please find the **Agenda** for the September 2015 meeting.

- All instructors hired after the fall mandatory annual faculty development meeting meet with the AWE administrative assistant, Laura Kamis, and receive a one-on-one review of the materials. They are also provided with the same complete folder of resources and information and all of the appropriate signature sheets are forwarded to the board office for their faculty files. This review session follows the topics included in the agenda and the instructors are instructed to set a time with Tim Marek to provide them with the appropriate computer access, passwords, and computer support information. The instructors can receive all of the training and information, with the exception of the computer access prior to Board approval. All faculty that has not been Board approved receives the computer access and training once they have been Board approved.
- Ken Johnson was given the instructor packet and it was reviewed with Laura Kamis on Thursday, May 26, 2016.
- All new instructors are paid to "shadow" the current instructors in order to ensure they have the opportunity to meet the students, become familiar with the classroom environment, and build working relationships with the other instructors. This serves as a mentoring and onboarding process where they have access to the instructors in the classroom to learn any information specific to the class or the learning environment. Attached please find a copy of the **monthly teaching schedules** throughout this welding school year. Where more than one instructor is present, they are either mentoring with a lead instructor or providing additional instructional assistance to the class.
- The high school and adult instructors work together to ensure the ordering of supplies. This can be evidenced through the recent collaboration between Joe Renda and Jared Rogge for materials required for certification testing and preparation, flap sanding wheels, etc.

*"I have also learned that there appears to be no preventative maintenance done on what was all new welding machines Auburn just only purchased a couple of years ago. As a result there is a "pile" of cannibalized formerly new machines in the northwest corner of the welding lab, mostly hidden by a curtain. And there only remains 9 welding machines for the class to use."*

- I support the response Maggie Lynch provided in her June 16, 2016 Memo to Erik Walter, Board President.
- Additionally, instructors utilize these tools and equipment on a daily basis. If there are any issues or concerns with the equipment they are to inform maintenance and administration in order to obtain any repairs. The high school instructor works closely with the adult instructor to call for maintenance and address any service calls as they are not readily accessible to adult instructors working at night that are often employed with other companies during the day.
- The high school principal and the AWE director have worked in collaboration to ensure a sense of collaboration between the high school and adult faculty. This is evidenced in the sharing of costs for large equipment repairs between both budgets, invitations to high school instructors with shared spaces to meet with the adult instructors to build

working relationships, sharing responsibility for the care and maintenance of the labs and equipment, and sharing faculty between high school and adult programs.

*"The two plasma cutters appeared to be destroyed by our air system, which when you turn it on sprays out water as well as air. Why a water separator hasn't been put in line is beyond me.*

*In addition:*

1. *Our plasma cutting table doesn't work,*
  2. *Our Piranha metal cutting table doesn't have all the required safety guards,*
  3. *The blades are old on the cutting table resulting in bent cut metal making welding difficult, and*
  4. *The storage facilities (outside) are not organized or kept up (demonstrating a lack of organization and other issues I'd be happy to explain)."*
- I support the response Maggie Lynch provided in her June 16, 2016 Memo to Erik Walter, Board President.
  - Further, the high school instructor, Jared Rogge was making arrangements for the shear and the Piranha cutter to have preventative maintenance after the class is finished in July.
  - According to the attached e-mail dated **May 23, 2016 from Joe Renda**, the hydraulic sheer works great and they collaborated between high school and adult to arrange for the preventative maintenance over the summer.

*"To make matters worse when I was in the classroom, the welding gasses ran out and the class needed to be cancelled. Apparently when the day class switched to the reserve gas supply the instructor forgot to place an order for more gas to be delivered. The students couldn't do anything at this point."*

- Prior to the end of the school year, as has been our procedure, the high school instructor ensures that there is sufficient gas to maintain the classroom needs until the high school year begins again. Both high school and the AWE share the budgetary costs of the purchase of the gasses.
- I met with the high school instructor prior to the end of the school year and he assured me there was sufficient gas supply the adult program.
- There was sufficient supply at the school per Joe Atwell and there were back up tanks available. There was additional gas ordered through the purchase orders that had previously been opened to meet the needs of AWE over the summer months.

*"What is Auburn going to do going forward? I can't believe a week has gone by and nothing appears to have been done.*

- I was not in attendance at the Board meeting and was unable to respond to any complaints or concerns until I returned and was able to review the Board meeting and access the appropriate information required to respond factually and completely.



- I was out of the District due to an illness and was not released to return to work until May June 13, 2016. The nature of the illness did not allow me to drive, and the nature and level of the medical treatment were not conducive to coherent conversations. I have provided the board office with a return to work release document.
- I was out of state on a scheduled and approved vacation from June 13 – June 17, 2016. While I working on these issues and other administrative duties during that time, I was unable to access my notes and other information to respond factually and completely.
- I have consistently responded to the concerns of the students and worked with the faculty to answer each of the matters that have been brought to my attention in a consistent and competent manner while documenting the steps taken throughout the process.

*"Here are my two cents:*

1. *We need program materials, lesson plans and organization for the program. Lincoln Electric offers a program called "U/LING" This online program includes lesson plans, videos, student reference guides, lab activities, class presentations, student handouts, assessment tests, and cumulative learning records that would track each of our students so if course instructor switch mid-course would allow us and new instructors to keep up with each student progress. This would cost \$7,000 for the full year program and if we negotiate right perhaps Lincoln would give us two free months for the current class to complete their course."*
- I have previously addressed this program in remarks and provided the attachments. Additionally, I have spoken to the current program instructors. They have indicated that while some of the students may benefit from one or two weeks additional instruction, not all of the students require the additional training to master all of the course objectives. The instructors also relayed some frustration that several of the students that are asking for a program extension are routinely leaving the class one half an hour to an hour early every evening.
  - The first week extension of the class makes up any missing days of instruction and would be a requirement for students in order to meet the 90% attendance requirement for program completion.
  - If a second week or any additional time is offered, it could not be mandatory as it is more than the required program hours. If the students are currently failing to stay for the entire class period, how do we ensure that they would participate in the remaining week and that we would not be asking instructors to commit to the extra days only to send them home if the students are not present?
- The instructors have access to Blackboard which also tracks instructional materials, progress, grades, etc. and is already in place for every course in the AWE programs. Tim Marek provides access and assistance to all Board approved instructors and any new instructor can be given access to the Blackboard course.
- Furthermore, the AWE office monitors student academic progress and achievement through the information maintained in the Blackboard programs as well as Aceware.
2. *"We need to have our administration talk with our instructors to see if they would indulge us for our mistakes and work into the summer to complete this program for those students who are willing (of course with the appropriate pay)."*

- The instructors that are teaching the class have gone above and beyond to ensure the students missed a minimal amount of class time. High school instructor provided support and assisted in teaching the class as long as his schedule would allow. Joe Renda juggled his other job and other commitments in order to ensure the students were provided with the instruction during the time we were advertising for and hiring an additional welding instructor.
  - There are other concerns to be taken into consideration with the extension of the class. The class was extended for the five days of make up time added to the end of the course to allow the students to obtain all of the required hours for the program.
  - Adding two months of instruction at the end of the program could have the following additional implications:
    - The program delay of two months will also delay the start of the Fall program, which already enrolls 5 students.
    - The delay would cause additional instructional costs of approximately \$7,000.
    - The delay would not allow the instructors for any time off from teaching prior to beginning the next program.
    - The hours cannot be mandated for the students as they are in excess of the approved program hours through the Ohio Department of Higher Education and the Council on Occupational Education.
    - If student interest wanes in participation of the class, we are once again asking instructors to commit to the time only to be sent home.
3. *For those students who don't have the time to complete the program we need to give them a partial refund (or refund the funding agency if a grant) for that portion of the course on an objective basis that Auburn did not teach them.*
- Based on the information provided, I do not believe there is any justification for a refund of course materials and information. The course description for the Auburn welding program states:
    - This comprehensive program is designed to teach the fundamentals of the welding process. I have attached a copy of the **AWE course catalog**.
  - This program provides the students with the information and instruction designed to teach the fundamentals of the welding process. Joe Renda was one of the instructors throughout this year, along with Ben Bradbury and Nick Peters. When Ben and Nick resigned due to an increase in their primary employer's work hours, Joe took on more of the instructional hours and the high school instructor and adult instructor, Jared Rogge, graciously gave of their time to continue the instruction and avoid any interruption for the students. Both instructors maintained the classroom and instruction during the hiring process. When Ken Johnson was hired, he was provided with an opportunity to shadow the class and obtain mentorship while getting to know the students. He also brings additional specialized skills in the area of pipe welding which has further enriched the class. Any of the time that may have been missed during the course of the program will be made up with the one week extension wherein the class will end on July 18, 2016 rather than the originally schedule date of July 11, 2016.

- AWE accreditation requires that all hours of instruction missed must be made up. As this course requires a significant amount of hands on instruction, the administration had discussions with instructors prior to the June 7, 2016 Board meeting and agreed to extend the class days. The students were informed of this make up time by the instructors and the feedback provided to the AWE director was positive.
4. *"For those who dropped the "ball" or slid this under the carpet from our adult night administration they need to get a letter in their file at a minimum even if they are leaving. Of course, this would be after a proper investigation and due process, if what I learned bears out."*
- The high school and adult administration has worked together consistently and efficiently to address any concerns brought to its attention. I have been actively working on to investigate and resolve any issues or concerns raised by the students beginning immediately upon our initial meeting and will do so consistently until the students' graduation. The ball has not been dropped nor has anything been slid under the carpet. I listen to and address any and all issues raised by both students and faculty as they are brought to my attention.
5. *I would like to request an executive session for matters of personnel at the next board meeting where as a board can discuss our administration – without their presence – related to this matter and other similar ones that have continuously cropped up.*

*Erik can you find out what our administration claims they have done since the last board meeting. I believe we as a board need to actively manage this issue because I am not comfortable our administration is properly handling this."*

- I believe I have responded to each of the items fully and factually including back up documentation. The administration has worked together to actively address issues as they arise. I am happy to respond to any additional questions or concerns.
- I am not aware of any similar issues that have continuously cropped up as the last time there were any issues in the adult welding program were very different problems that were present prior to my hire in April 2012 and were resolved through diligent attention to each of the issues presented by the students. No additional concerns have arisen until now and I have been actively responsive.

*"As a side note, one of the students brought to my attention that the company the work for won't send their students to our CNC night program because of concerns over the program's quality."*

- There is no reasonable means of responding to an allegation from an unknown source or to determine the validity of this statement.
- However, the ACC Kennametal program has successfully completed six classes since my employment in April 2012. The class consistently runs several times a year.
  - The 2014 COE Annual report shows a 100% completion rate and 88% placement rate.
  - The 2015 COE Annual report shows a 78% completion rate and a 100% placement rate.



- The standards are above COE requirements. Some of the students do not complete the full program as they are gainfully employed and do not require the internship portion of the program. Some students do not complete the program as they may have changed their mind or life circumstances may have changed.
- The data supports the success of this program.

**RESPONSE TO JUNE 7, 2016 BOARD MEETING CONCERNS AND COMMENTS OF TYLER BARCLAY, MICHAEL BUCHANAN, AND VARIOUS BOARD MEMBERS:**

*Have only covered the basics and listed the areas of instruction he stated missing from the syllabi:*

- At the time the students presented the information on their list they stated had not yet been taught, they were in the third module of the program, MIG. At this time, some of the skills they claimed were to be taught were not yet covered in the course of the program and were to be covered in later modules, including TIG and Advanced Welding.
- The instructors have been interviewed, the students were given an assessment review, and I have been assured by the instructors that the skills and objectives would be met during the remainder of the course.

*Ms. Rodewald has redeemed herself but did not do that in the beginning:*

- Interviewing skills and syllabi preparation does not generally take place in the first half of the program as it is more appropriate closer to the time of graduation.
- I have provided additional documentation and response to this concern in prior sections of this document.

*There are a lot of machines in the facility that are broken and need to be fixed:*

- This was addressed in prior sections of this document.

*Graduate July 11:*

- While the students were originally scheduled to graduate on July 11, 2016, the class was extended for the period of one week in order to make up time for some of the hours that were lost during the course of the program due to calamity days, etc.

*Different teachers have been quitting and coming and going:*

- Ben Bradbury, Nick Peters, and Joe Renda were instructors during the 2014-15 school year, along with Brian Lee and Dan Gaul. Jared Rogge, high school instructor, also served as a substitute in the welding program.
- Ben Bradbury, Nick Peters, Joe Renda, and Brian Lee were instructors during the 2015-2016 school year. Jared Rogge, high school instructor, also served as a substitute in the welding program. We have recently added Ken Johnson to the teaching faculty.
  - Ben Bradbury had a family emergency and was also working extended hours at his full time job at Lincoln Electric in addition to teaching. At that time, he put in the appropriate notice and resigned.

- Nick Peters also experienced an increase in his full time job requirements and expressed to me that he was starting his work day as early as 4 a.m. and was not ending the day until after he returned home from class at 10 p.m. He was burned out, put in the appropriate notice and resigned.
- Joe Renda, Nick Peters, and Brian Lee covered the instructional hours to avoid any disruption in the education process while we continued to build the bench strength in the welding program.
- The adult welding teachers we have hired all hold full-time positions with other companies, several of them coming from Lincoln Electric. They have a variety of instructional strengths providing valuable instruction for the students and work together as a team to ensure the classes are covered by qualified welders. However, even though they are passionate about what they do, this is their part-time position and when life circumstances change or their full-time positions require additional hours, they must do what is best for their families as well. This and the variety of skills they bring to the classroom, is the reason I have worked to build the programs several instructors deep.

*Statement by student that class was canceled on June 8, 2016 due to a lack of instructor:*

- None of the three instructors were available to teach the class on Wednesday, June 8, 2016. However, class was made available that evening including a guest speaker. Michelle Rodewald attended the class in order to provide any assistance regarding resume writing or job board services. Jack Rodewald, known to the students through the interview workshops, came to the class as a guest speaker providing instruction in blueprint reading and welding symbols per the students' request. The students were informed individually, in person, by Michelle Rodewald during class on Tuesday, June 8, 2016, that this opportunity was made available and that attendance hours would be given for the class. Ryan Myers, Crystal Jacobs, and Mike Buchanan were the only students that took advantage of this opportunity. A copy of the **Adult Workforce Education Guest Speaker Request Form dated June 8, 2016** is attached hereto.

*Suggestion to extend the class for an additional two months:*

- This was addressed in prior sections of this document.

*A couple of years ago we had these issues, purchased new equipment, and I thought we had resolved this. I would like to find out what our administrators have been doing about this.*

- The last time there were issues in the welding program were present upon my hire in April 2012. I, along with the high school administration and the superintendent worked diligently to resolve the issues and make changes to avoid future situations. I have addressed this further in prior sections of this document.

*The machines were not able to be used when the instructors came in and had to be repaired:*

*Syllabi:*

- All instructors receive a master syllabi template for each of the modules in the program on or around the time of the faculty development meeting that takes place prior to the start of each school year. The instructors make changes to the names or contact information if necessary and provide them to the students for review and signature of receipt and acknowledgement in their student files. The syllabi are housed on the share drive under Adult:/Syllabi/ and the appropriate school year and program name.

*One teacher comes in and gets to know the kids and then another instructor comes in and takes over and may not know what these students can do. All these people have been traipsing through there.*

- This was addressed in prior sections of this document related to instruction.

*Blueprint reading, went over it about 20 minutes in class*

- The students expressed to me that they wanted additional blueprint reading when we met initially. I spoke to Mr. Rogge and he added another instructional lesson on blueprint reading. Mr. Rodewald also came in as a guest speaker and provided instruction on blueprint reading.

*Ben and Nick were not qualified to teach:*

- Ben Bradbury and Nick Peters were highly qualified instructors. They also participated in the instruction at Lincoln Electric. They had been mentored by Dan Gaul, also an instructor and skilled welder at Lincoln Electric. The welding instructors that have hired are highly skilled and recommended. While they may not have expert level ability in every area of welding, their combined skills and education provide for a well-rounded instructional experience.
- The adult students were extremely happy with Ben and Nick while they were with Auburn and expressed upset when they left. While change can be a difficult transition, there was consistency with the other instructors that remained. It is not uncommon in any adult learning environment for students to encounter more than one instructor throughout the course of their instruction.

*How can you give them a certificate if they haven't learned what they are supposed to have learned?*

- The instructional staff assesses and evaluates the students in each module throughout the course of the program to ensure they have met the qualifications for graduation from the course.

*Qualified instructors need to be hired for the program:*

- This was addressed in prior sections of this document.

*Suggestion of a person that could come in and review the program:*

- All members of the welding community are welcome and invited to be a part of the program advisory committee. This committee reviews the program materials, Laboratory, instruction, and all other areas of the program as required by the Council on Occupational Education for accreditation compliance. There is a binder of the Program Advisory Committee meeting minutes in the AWE office. Upon completion of the meetings, the minutes are reviewed and if there are any action items suggested by the committee, they are reviewed and progress begins. Attached please find a copy of the **COE Advisory Meeting Check List** stating each area that is required to be reviewed at the Fall and Spring meetings.

*I think we need some independent review of this program. We need someone that is looking at this from a welding standpoint:*

- This was addressed in prior sections of this document regarding the program advisory committee meetings and their input.





## Memo from Maggie

**Date:** June 16, 2016

**To:** Erik Walter, Esq., President  
Auburn Vocational School District  
Board of Education

**RE:** June 7, 2016 Board meeting follow-up on Welding issue

**June 8, 2016 -** I reviewed all notes from the board meeting and set down a “to-do” list of actions to follow up on the several discussion points for this class.

Received word from Marcy Trew, Adult Workforce Director informed me that she was ill and would not be in to work.

**June 9, 2016** Left for vacation until June 15, 2016.

**June 10, 2016** Marcy Trew texted me that she needed to return to the doctor and would not be in to work.

**June 13, 2016** Contacted Marcy via text and informed her that the Board of Education had discussed adding two months to welding class and that she needed to prepare a report for the 6/28/16 Board meeting after she met with the welding class.

Marcy responded that she has documentation of all she the meetings with students, her implementation of 5 additional days to replace missing days to conform with the time requirement of Council of Occupational Education and the U.S. Department of Education and Financial Aid requirements.

Additionally, there would be a financial impact on the program by extending the program and that this

extension would need to be submitted to the Council of Occupational Education.

Marcy also informed me that she had been to the Emergency Room and would be bringing in a medical release to return to work. She also informed me that she would be on vacation until June 20, 2016.

Roger Miller sent me a text. He had received a message from an evening welding student who wanted the email addresses of all of the board members. He was following up on a comment made by a board member that they are on the website. I texted and called Lori Smith to provide this information to Dawn Bubonic to be posted on to the website and to the email addresses to Roger Miller as well.

Dawn will have the board members emails posted on the website by the end of today.

June 15, 2016

Return to work. Met with Sherry Williamson, Treasurer and Shelley Barto, Financial Aid, to discuss implications if Welding Class was extended by two months. If hours of the class changed from 620 hours as reported to Council of Occupational Education (COE), there could be ramifications. The majority of the welding students are on Financial Aid and many of these students have obtained living expenses as well. Should the class be extended, would the district be obligated for additional living expenses? Would all Financial Aid forms and tuition agreements need to be redone?

Recommendation would be to consult with COE and determine if there would be any impact if the time was offered to students as voluntary "open lab" time that would be a courtesy supplemental one-time opportunity that would be a board option due to the number of teachers involved in the 620 hour course



that began in September, 2015 and would end in July, 2016

June 16, 2016

Contacted COE—waiting for call back.

Student Follow up after Board Member, Dr. Brian Kolkowski's visit to classroom.

Follow up on topics in email by Brain Kolkowski sent to Board Members and forwarded to me by President Erik Walter:

**Teacher Orientation:** I agree with Brian that this is a present weakness, especially for teachers hired after September. In September, there is a total faculty meeting to review the handbooks, ordering procedures, attendance taking, contacting maintenance, and they meet with the daytime instructors to coordinate ordering and supplies.

Annual teacher evaluation discussions review current year, equipment needs and repair for the following year, and instructor suggestions for improvement to the program.

I have done follow-up interviews with other recently hired instructors, in preparation for hiring new Adult Workforce Education Director, to target critical and immediate areas of needed improvement.

**Textbooks:**

In the past several years, there has not been a book. Demonstration learning of welds to pass certification, instructor individual instruction, and student practice on techniques were used. If students wanted a text to supplement, there was one available for purchase.

After speaking with instructor Ken Johnson, who was teaching only one night this past week, he showed me the book that was recommended. Unfortunately, the textbook is not practical, too expensive and is available if students choose to purchase it. I located the text that should be used for the required ODE/HEI certification requirements and left a copy for Ken Johnson to review. We will order immediately.

After seeing Ken Johnson in the classroom as the instructor, I am checking to make sure he is medically cleared to teach. He had “carpal tunnel” surgery within the last few weeks and I will find out if he submitted a “Return to Work” doctor note to Marcy Trew.

**Preventative Maintenance:** According to Ken Johnson, the Pirahana metal cutting machine is missing a plastic shield on the back end of the machine which Ken Johnson did not feel was essential. Ken Johnson will also order additional new cutting blades for the cutting table so we have some in reserve.

When he was interviewed, ordering equipment was stressed. He will put in an order but is still finding his way as he is not the majority of time teacher. He will balance instruction time and increase communication with Joe Renda, the other Welding Instructor.

When machines are broken, they are tagged and sent out for repair. Our staff are not certified welding machine repairmen.

**Regarding the welding machines located in the northwest corner,** that Brian thought were “cannabalized”, these welders are C300 machines purchased a couple of years ago that can be used for



Stick, Mig and Tig welding. However, for each operation, the nozzels need to be switched out when transitioning to TIG. Currently, there are TIG welding machines in several of the booths, and the other booths, not using the newer TIG welders purchased since the lab was redone, are the C300.

The only things missing on the C300's stored in the corner would be the spools of welding wire that is fed during the welding process. These machines are ok and operational but not currently in use.

### **PLASMA CUTTERS:**

There are two plasma cutter machines. The red one, a Torch Mate, is currently shut down for the summer. The previous adult instructors were not interested in. Ken Johnson is showing an interest. This machine is programmed, the lap top needs to be connected and I will contact Terry Colescott to meet with him to provide him with some instruction. He is not very experienced on the machine but interested in learning.

Regarding the air system that connects to the Torch Mate, the system already has a water separator. The water that spews out when the handle is turned is due to the condensation from the air in the line and the temperature in the welding lab. However, the water does not adversely affect the operation of the Torch Mate as the unit uses the air to blow away the cut material residue and the unit sits in a water to cool the debris as it falls.

The Blue Plasma Cutter was inoperable. The instructors stated that they couldn't find the program to make it work. Jeff Slavkovsky, HS Principal, contacted the company and they sent the software to him. This was downloaded to a jump drive and given



to Ken Johnson. I will have our tech department meet with him, connect him with a laptop computer to connect the software to the plasma cutter.

**Storage Facilities:** Outside storage facilities are for tank storage. Other welding supplies that instructors indicate are not for immediate use in the classroom can be stored in the back building. Much of the metal is not stored outside as it would oxidize or prevent welding to the surface.

Four pallets of new metal, ordered by Nick Peters and Ben Bradbury, which gets donated from Lincoln Electric, was received a few weeks ago and is still in the lab. We are unsure what the instructors want to do with this material. There are two additional bins of metal for student use plus a shipment of pipes to be cut and re-weld for practice. In addition, there are two bins for waste of metal separated by type: steel versus aluminum.

I am not sure of what other concerns Brian has but I am aware that he interviewed one of the night maintenance men, Rich Gamber.

**Welding Gasses:** The fact that the gasses ran out is a reality that happens. Unfortunately, the maintenance man did not look in the outside storage area to notice that we had a shipment ready to be installed to replace the skids of missing tanks. Joe Atwell, did this in the morning, talked to Ken Johnson and apologized for this inconvenience.

During the high school calendar year, the daytime instructor does the ordering of gasses and supplies. Maintenance then moves the tanks in and out.

There will be enough gas for the various tanks for a month. A new supply will be ordered by Joe after

**July 1, when purchasing begins again for the new fiscal year.**

**Administrative Awareness of Issue and**

**Documentation:** Marcy Trew will be happy to provide her handling of the situation in a report to the board. Please know that while the response of the Adult Administration did not satisfy the student's concerns, Marcy was working with the situation.

To date, the instructor I had interviewed to work with Ken Johnson has not cleared the hiring process steps. We are to receive an additional application in a week from an inquiring candidate.

**Going Forward.**

1. There will be a motion on the Board Agenda to hire a New Adult Workforce Education Director. After interviewing 14 candidates, our top choice will be on the agenda for hire.
2. Marcy is leaving our district in July and is for the most part only here for two weeks between using her vacation time.
3. The suggestions that Brian has mentioned will be incorporated into the training of the New Adult Workforce Education Director.
4. Ken Johnson is looking at the Lincoln Electric curriculum. There should be a consensus decision among all instructors on what program to use and how to conform with the Department of Higher Education certification requirements.

5. Please know that the end date of the course, 7/11/16 is the required end date for all students. Anything beyond this date, offered as an option, would not require any tuition reimbursement. If there is a refund or other compensation, this would need to reopen Financial Aid and reimburse the government proportionally for the tuition payment through the Financial Aid program. The majority of students are on Financial Aid.
6. Granted, instructors need to be paid for their time if they continue offering students additional opportunities to learn more than the 620 hour course. This needs to be a volunteer opportunity as some students had scheduled vacations and/or are satisfied with their education.
7. Marcy Trew has been actively working with the concerns of the welding students. She will explain her activities, how she was able to keep the program staffed and that missed days were scheduled to be made up and an additional week was offered if students wanted more welding experience.

Additional efforts taken and a feasible plan to address student concerns will be reported at the 6/28/16. Please know that I will be happy to answer any questions regarding this response.

Thank you.

Maggie Lynch,  
Superintendent



**Issues and Deficiencies  
encountered  
in the  
Adult Welding Class  
during  
Fall 2015 and  
Spring 2016**

- I. Material from the Syllabus not Covered
  - A. Materials Science, Safety, and Inspection
    - 1. Assess Materials
    - 2. Explain Weld Test
    - 3. Predict degree of distortion
  - B. Engineering Drawings
    - 1. Interpret drawings and prints
    - 2. Explain welding procedure specifications
    - 3. Select and utilize measuring devices
  - C. Welding Fabrication
    - 1. Demonstrate power metalworking and machinery
    - 2. Construct simple weldments from drawings (drawings we have not been taught to read)
  - D. Oxyfuel Brazing and Soldering
    - 1. Explain oxyfuel brazing and soldering
    - 2. Demonstrate oxyfuel brazing and soldering
  - E. Thermal Cutting
    - 1. Demonstrate Cutting Metals using the plasma arc cutting process
    - 2. Explain cutting and gouging metals using air carbon arc process
    - 3. Demonstrate cutting metals using manual and machine guided oxyfuel process
    - 4. Explain advanced cutting systems
  - F. SMAW (Stick)
    - 1. Demonstrate SMAW of Stainless Steel
    - 2. Demonstrate SMAW of mild steel pipe
    - 3. Demonstrate SMAW of hard facing
    - 4. Demonstrate SMAW of Cast Iron
  - G. GMAW (MIG)
    - 1. Demonstrate GMAW of Stainless Steel
    - 2. Demonstrate GMAW of aluminum
    - 3. Demonstrate GMAW of mild steel pipe
  - H. GTAW (TIG)
    - 1. Demonstrate GTAW of Stainless Steel
    - 2. Demonstrate GTAW of aluminum
    - 3. Demonstrate GTAW of mild steel pipe

- I. Advanced Welding Systems
  1. Discuss trends issues and impacts of emerging technologies
  2. Explain advanced welding systems
- II. Equipment
  - A. Of the four hours per night required by the school for classroom attendance, the instructor on duty spent at least one hour per night performing repairs on the welding machines and other welding equipment.
  - B. Worst case. On the first night of MIG class, all students were sent home. All of the MIG guns were missing or thrown out. We had to make this time up on a Saturday which was quite the unnecessary inconvenience and a clear demonstration of unreadiness and incompetence on the part of the school.
  - C. There are no spool guns to weld aluminum. This is a requirement on the syllabus.
- III. Job Seeking Skills (Page 6 of the Syllabus)
  - A. In the beginning of the class, we were told that companies would be invited in to watch us weld and interview us for jobs throughout the course. We have seen nothing!!!
  - B. Michelle Rodewald was scheduled to hold classes to improve our abilities in obtaining jobs such as improvements in the interviewing process and guidance with resumes. She pulled a **NO SHOW FOR BOTH!**
    1. Mike Buchanan specifically wanted to attend the one pertaining to the resumes to update personal knowledge of new trends in the job front.
    2. Jason gave a resume two months ago and has heard nothing from her.
- IV. Cost
  - A. At 7,000 dollars per person, we would like to know the breakdown of where the money is going. A quick head count and a calculator shows some pretty large numbers. We know it is not on steel to weld on. We have been welding on scraps donated to the school for at least a couple of months.
- V. Miscellaneous complaints
  - A. Student to teacher ratio
    1. 1 to 20 is not acceptable. It was reduced to 0 to 20 while the repairs were going on with the welding machines.
  - B. FALSE ADVERTISEMENT!
    1. Several members of the class signed up because of how in depth the description of the class was.
      - a) The need to be able to read prints is crucial and has not been covered which was a specific reason for two of the students attending.
    2. No one said we would not cover large amounts of the syllabus. The plasma cutter has not worked in two years. Yet, it is on the syllabus.
    3. We signed the syllabus. Many of us have A's in the class. We have kept up our end of the agreement that was signed which is to learn. The school is falling quite short of its end of the agreement which is to teach!
- VI. Responsibilities of Auburn Career Center



A. Provide quality instructors

1. Ensure your instructors have the knowledge and skill to teach the syllabus.
  2. Support your instructors readily
    - a) Provide technology support on things such as using the powerpoint or playing youtube or other videos using the overhead projector. This training should have been completed before the first day of class. Ben Bradbury said he had no clue how to use these things. He obviously figured it out later. Much later!
    - b) Support the instructor if there is a need to remove disruptive student(s) from class.
    - c) If the instructor has the technical knowledge but does not have a teaching degree, assist with providing a scheduled lesson plan.
      - (1) Ben Bradbury was adamant that there was not time to teach the primary welding skills and also cover the rest of the syllabus. There may be a need to completely restructure the class.
- \*\*\*Lack of ability to retain instructors is a sign of big problems with the school!!!\*\*\*\*

B. Materials

1. Estimate quantity of steel needed for each student. Ensure it is provided.

C. Ensure Equipment such as welding machines are ready to do the job required of them. The quantity of repairs points to a lack of maintenance. With a car, you ensure the oil is changed regularly instead of constantly buying engines because the oil was never changed.

VII. Resolving the Problems

- A. We, as a class, do not believe it is possible to teach, with quality, the remainder of the syllabus in the time that is remaining.
1. Many want a percentage of the money returned so that they may attend at another school such as Willoughby Tech, where they may learn the criteria successfully. Only thirty percent of the syllabus has been covered!
  2. Mike Buchanan and maybe a few others do not want money returned but would be willing to return in the summer or fall at no cost to the student to finish learning the material.
    - a) A guarantee of quality would be required. No glossing over!

## Auburn Vocational School District BOARD OF EDUCATION

### Minutes of June 28, 2016

The June 28, 2016 regular meeting of the Auburn Vocational School District was called to order by Mr. Walter at 7:00 p.m.

Upon roll call, the following members were present:

Mrs. Brush	Mr. Kent	Mr. Miller	Mrs. Wanyek
Dr. Culotta	Mr. Klima	Mr. Stefanko	Mrs. Wheeler
Mrs. Javins	Dr. Kolkowski	Mr. Walter	

Administrators: Margaret Lynch, Sherry Williamson, Jeff Slavkovsky, Sandy Ranck, Marcy Trew and Victoria Bryant

#### **092-16      Approve Agenda**

A motion was made by Dr. Kolkowski and seconded by Mr. Kent to approve the June 28, 2016 agenda.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

#### **093-16      Approve Minutes Last Meeting**

A motion was made by Mr. Kent and seconded by Dr. Kolkowski to approve the minutes of the June 7, 2016 Board meeting.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**Public Participation** – Several Adult Welding students from the night class attended the meeting to address concerns of the program with the Board. Eric Smith & Tyler Barclay spoke on behalf of the welding students.

### **Administrative Report**

- a) Good News Update for 2015-2016 School Year
- b) Welding Discussion

### **094-16 Establish Budget for Adult Welding Program**

A motion was made by Dr. Kolkowski and seconded by Mrs. Brush to establish a budget of up to \$25,000.00 to implement a solution to resolve the welding program deficiencies through monitoring and direction of the Board.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**Facilities Committee Report** – Ms. Maggie Lynch presented an update to the Board

### **095-16 Approve Landscaping Contract**

A motion was made by Dr. Kolkowski and seconded by Mr. Stefanko to approve the Landscaping contract from Yardmaster, Inc. located in Painesville, Ohio in the amount of \$15,675.00. Additional companies were contacted, however, only one other quote that was submitted was from Landstyles, Inc. of Painesville, Ohio. (See Attachment #7A)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**Student Achievement Report** – No Report

**Legislative Report** – No Report

**Recruitment/ Curriculum Committee Report – No Report**

**Finance Committee Report – No Report**

**Render Financial Reports**

ORC 3313.29-The treasurer shall render a statement to the board and to the superintendent of the school district, monthly, or more often if required, showing the revenues and receipts from whatever sources derived, the various appropriations made by the board, the expenditures and disbursements therefrom, the purposes thereof, the balances remaining in each appropriation, and the assets and liabilities of the school district. The financial statements for the period ending May 31, 2016 are hereby rendered and include: Financial Summary, Appropriations Report, Monthly Comparison Report, Check Register, and Bank Reconciliation Report. (See Attachments)

**No Action Required**

**096-16 Approve Final Appropriation Measure**

A motion was made by Dr. Kolkowski and seconded by Mr. Kent to approve the Final Appropriation Measure for the FY15-16. (See Attachment Item #13)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed.

**097-16 Approve Final Advances and Transfers**

A motion was made by Dr. Kolkowski and seconded by Mr. Miller to approve the advances and transfers for FY15-16. (See Attachment Item #14)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed



**098-16 Approve Donation**

A motion was made by Mrs. Wheeler and seconded by Mr. Stefanko to approve a monetary donation of \$250.00 from Wildwood Garden Club, Mentor, Ohio. This monetary donation is to benefit the Horticulture Landscaping students with their activities.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**099-16 Approve Agreement for Interim Treasurer Services between the Auburn Vocational School District and the Riverside Local School District**

A motion was made by Mrs. Wheeler and seconded by Mr. Kent to approve the agreement for Interim Treasurer Services between Auburn Vocational School District and Riverside Local School District effective July 1, 2016. (See Attachment Item #16)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** Dr. Kolkowski, Mr. Miller, and Mr. Stefanko  
Mr. Walter declared the motion passed

**100-16 Human Resources**

A motion was made Mr. Klima and seconded by Mrs. Javins to approve

***A. Approve Unpaid Leave***

Approve six (6) unpaid leave days of for Mr. Dominic DePasquale in the amount of \$810.60 for the time period of June 17, 2016 through June 24, 2016.

***B. Approve Retirement***

Approve the retirement from Mrs. Rexene Madl, Administrative Assistant in the GED/ABLE program, effective August 1, 2016. Mrs. Madl has been with Auburn for 12 years.



**C. Approve Adult Workforce Education Staff for 2015-2016**

Employ the following staff for the 2015-2016 school year.

Dr. Harry Pearce      Medical Director of EMT/Paramedic  
 \$30.00/hourly

**D. Approve Classified Two Year Contract**

Classified License Contract Two Year Contract 2015-2017				
Staff Name	Title	Salary	Daily Rate	Contract Days
Victoria Bryant	Assistant Treasurer	\$49,660.00	\$191.00	260

**E. Approve Wellness Co-Chairs Reimbursement**

Approve the reimbursement of wellness co-chairs Ms. Dee Stark and Ms. Dorothy Bentley each \$250.00 from the Lake County Health Care Consortium. This is no cost to Auburn.

**F. Employ Staff 2016-2017 School Year**

Employ Ms. Jessica Brown as the School Receptionist. Ms. Brown will be working 260 days for the amount of \$25,480.00 for the 2016-2017 school year.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
 Mr. Walter declared the motion passed

**101-16      Approve Interim Treasurer Services Rate**

A motion was made by Mrs. Javins and seconded by Mr. Kent to approve Ms. Victoria Bryant to provide Interim Treasurer Services to the Riverside School District at the rate of \$40 per hour for all hours worked, effective July 1, 2016. For those hours worked during her normal workday, she will have her pay reduced by her normal hourly rate.

Roll Call:      **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
**Abstain:** Dr. Kolkowski  
 Mr. Walter declared the motion passed

**102-16 Approve Extended Work Days 2015-2016 School Year**

A motion was made by Mrs. Javins and seconded by Mr. Klima to approve 12 extended work days for Ms. Dawn Bubonic for the 2015-2016 school year ending July 31, 2016. Daily rate of \$206.89 equals a total amount of \$2,482.68.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
 Mr. Walter declared the motion passed

**103-16 Approve Extra Time for 2015-2016 School Year**

A motion was made by Mr. Miller and seconded by Mrs. Wheeler to approve extra time for the following personnel.

<i>Instructor Name</i>	<i>Program</i>	<i>Amount</i>	<i>Topic Covered/Purpose</i>
David Richards	Horticulture Landscape	\$386.95	Prep for CDE Finals with students, Apply growth retardant and insecticide to Greenhouse
Dawn Bubonic	Marketing/Public Relations	\$652.97	Marketing & Advertising, Social Media

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
 Mr. Walter declared the motion passed

**104-16 Approve Adult Workforce Education Public Safety Director**

A motion was made by Mr. Miller and seconded by Mr. Stefanko to approve Mr. Sean Davis as the Director of Public Safety for the Adult Workforce Education Department. With a salary amount of \$68,500.00 at 260 days. Mr. Davis has completed his Bachelor Degree in Fire Science from Kaplan University. Mr. Davis comes with 18 years of experience and knowledge in the EMT/Paramedic and Firefighter occupation.



Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** Dr. Kolkowski  
Mr. Walter declared the motion passed

**105-16 Approve Director of Adult Workforce Education and Transition Wages**

A motion was made by Mrs. Javins and seconded by Mr. Klima to approve a two-year contract for Ms. Andrea Tracy, Director of Adult Workforce Education from August 1, 2016 to July 31, 2018. Ms. Tracy contracted annually at \$75,000.00 for 260 days. She comes to us with a Master's degree of Business Administration from Lake Erie College. Also, to approve Ms. Andrea Tracy 10 transition day at her current daily rate of \$288.46 from July 18, 2016 to July 31, 2016 for a total amount of \$2,884.60. This will provide an opportunity for transition with the current director.

Roll Call: **Ayes:** Mrs. Javins, Mr. Kent, Mr. Klima, Mr. Stefanko, Mrs. Wanyek, and Mrs. Wheeler

**Nays:** Mrs. Brush, Dr. Culotta, Dr. Kolkowski, Mr. Walter

**Abstain:** Mr. Miller  
Mr. Walter declared the motion passed

**106-16 Approve 2016-2017 School Crisis Plan**

A motion was made by Mr. Klima and seconded by Mr. Kent to approve the school crisis plan for the 2016-2017 school year. The plan consists of updates from the policies and/or laws that have been modified at the state level. Additions are in green, deletions in red and updates are highlighted. (See Attachment Item #24)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**107-16 Approve 2016-2017 High School Student/Parent Handbook**

A motion was made by Dr. Kolkowski and seconded by Mrs. Javins to approve the student/parent handbook for the 2016-2017 school year. The changes are due to the policies and/or laws that have modified at the state level. Additions are in green, deletions in red and updates are highlighted. (See Attachment Item #25)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**108-16 Approve Teacher Handbook for 2016-2017 School Year**

A motion was made by Dr. Kolkowski and seconded by Dr. Culotta to approve the Teacher Handbook for the 2016-2017 school year. (See Attachment #26)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed

**109-16 Approve Elimination of the Junior Maintenance and Environmental Services Program**

A motion was made by Dr. Kolkowski and seconded by Mr. Miller to approve the elimination of the junior Maintenance and Environmental Services program for the 2016-2017 school year. Effective 2017-2018 school year the program will no longer be offered.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None  
Mr. Walter declared the motion passed



**110-16 Approve WKKY Advertising Contract**

A motion was made by Mr. Klima and seconded by Mr. Stefanko to approve the 12-month agreement between WKKY and Auburn Career Center from June 1, 2016 thru May 30, 2017 in the amount of \$15,000.00. This package includes, daytime commercials, email blasts, banner ad on WKKY's home page, remote broadcasts, rotation ad on WKKY's stream, live interactive commercials and sign on WKKY's van. (See Attachment #28)

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

**Abstain:** Mr. Walter

Mr. Walter declared the motion passed

**111-16 Approve Reducing FENOC Fee for 2016-2017**

A motion was made by Dr. Kolkowski and seconded by Mr. Miller to approve that the Board of Education comply with First Energy's request of 6% reduction of fees for 2016-2017 FENOC drills.

Roll Call: **Ayes:** None

**Nays:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

Mr. Walter declared the motion failed

**112-16 Executive Session**

A motion was made by Dr. Kolkowski and seconded by Dr. Culotta to enter into executive session at 9:13 p.m. following a roll call for the following purpose:

- Pursuant to Ohio Revised Code Section 121.22(G) (1), I hereby recommend that the Board make a motion to adjourn to executive session for the purpose of considering the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of public employees or regulated individuals, or the investigation of charges or complaints against a public employee or regulated individual unless such person requests a public hearing.



- Pursuant to Ohio Revised Code Section 121.22 (G)(2), I hereby recommend that the Board make a motion to adjourn to executive session to consider the purchase of property or the sale of property, if premature disclosure of information would give an unfair competitive bargaining advantage to a person whose private interest is adverse to the general public interest.
- Pursuant to Ohio Revised Code Section 121.22(G)(3), I hereby recommend that the Board make a motion to adjourn to executive session to meet with Board Legal Counsel to discuss disputes involving the Board and/or the School District that are the subject of pending or imminent court action.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**Return to public session at 9:52 p.m.**

**113-16 Approve Transferring Vacation Days**

A motion was made by Mr. Stefanko and seconded by Mr. Miller to permit Mr. John Dicks to carry over five (5) vacation days remaining from 15-16 to 16-17. This approval is due to extenuating circumstances and should not be construed as a change in the current practice.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed

**114-16 Adjourn**

A motion was made by Mr. Miller and seconded by Mr. Klima to adjourn the meeting at 9:53 p.m.

Roll Call: **Ayes:** Mrs. Brush, Dr. Culotta, Mrs. Javins, Mr. Kent, Mr. Klima, Dr. Kolkowski, Mr. Miller, Mr. Stefanko, Mr. Walter, Mrs. Wanyek and Mrs. Wheeler

**Nays:** None

Mr. Walter declared the motion passed



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Treasurer



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Board President

**Treasurers Note:** The meeting was audio taped and a copy of the tape may be obtained by contacting the Treasurer during the course of normal business hours.



Auburn Vocational School District Board Meeting  
Request to Address the Board

Date of Meeting: June 28, 2014

Name	Address	Telephone	Topic
Tyler Barclay	5408 Link Rd	440-856-6074	welding
Eric Smith	15624 GAR Highway	440-313-1617	welding

**Weekly Enrollment #'s, 5/26/15**

<b>Program</b>	<b># Accepted Students THIS YEAR 2015/2016</b>	<b># Accepted Students LAST YEAR 2014/2015</b>
Advanced Manufacturing	12	13
Allied Health	13	20
Architect. Project Mgmt.	10	9
Auto Collision Repair	20	12
Auto Technology	20	16
Business Management Technology	10	N/A
Computer Networking	10	14
Construction	19	14
Cosmetology	40	40
Culinary Arts	17	20
Electrical Engineering Prep	10	7
Emergency Medical Serv.	15	20
Heating Ventil. Air Cond.	10	14
Industrial Maintenance Services	5	5
Information Support & Services	11	10
Interactive Multimedia	19	19
Internet Programming	20	17
Landscape Horticulture	10	12
Patient Care Technician	20	20
Sports Medicine	9	17
Teaching Professions	14	14
Welding	18	19
<b>Totals:</b>	<b>332</b>	<b>332</b>



<b>Program</b>	<b>CURRENT # Accepted Students</b>	<b>CURRENT # Wait List Applications</b>
<b>Advanced Manufacturing</b>	12	
<b>Allied Health</b>	20	35
<b>Architect. Project Mgmt.</b>	9	
<b>Auto Collision Repair</b>	15	
<b>Auto Technology</b>	20	
<b>Business Management Technology</b>	12	
<b>Computer Networking</b>	14	
<b>Construction</b>	18	
<b>Cosmetology</b>	40	44
<b>Culinary Arts</b>	20	5
<b>Electrical Engineering Prep</b>	14	
<b>Emergency Medical Serv.</b>	20	2
<b>Heating Ventil. Air Cond.</b>	20	
<b>Industrial Maintenance Services</b>	14	
<b>Information Support &amp; Services</b>	14	
<b>Interactive Multimedia</b>	17	
<b>Internet Programming</b>	11	
<b>Landscape Horticulture</b>	14	
<b>Patient Care Technician</b>	20	22
<b>Sports Medicine</b>	20	22
<b>Teaching Professions</b>	16	
<b>Welding</b>	20	7
<b>Totals:</b>	<b>380</b>	



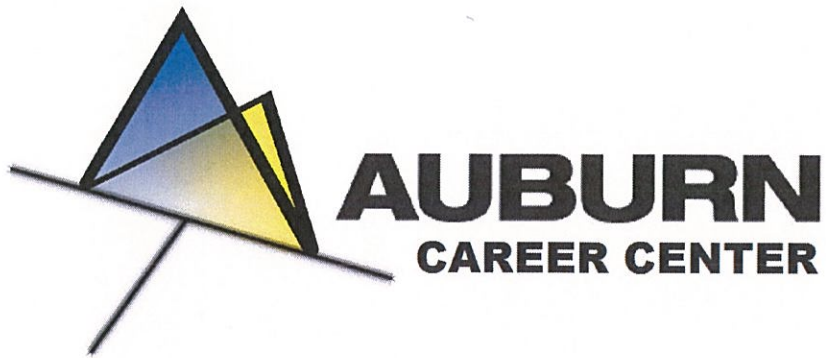
## **Facilities Committee Report – 6-28-16**

### **TLC:**

1. Project has been moved into by the owner, contractor is working on some final punch list/revisions.
2. The project is approximately 8% below budget (6 to 7 percent if you want to include the cost of the new pediment sign and dedication plaques)
3. The project should be closed out as soon as the work on the new pediment sign is completed.

### **Summer work 2016:**

1. Project is tracking on time and under budget.
2. Demolition work, masonry, and plumbing work has progressed.
3. There was to be a plumbing inspection today and then they were going to pour the floor back. After that the framing crew was to come in the next few days to frame wall for the plumber and electrician.
4. The replacement door frames are in and awaiting doors and hardware. Work on the door replacements to start soon.
5. The ancillary repair work, such as light on the exterior is to be coordinated with Joe once he is back from vacation



## *Attachment Item #6B*

# Administrative Report: Welding Discussion



## Administrative Report on Adult Workforce Director Welding Program Concerns

June 23, 2016

Dear Members of the Auburn Vocational School District Board of Education,

At the June 7, 2016 Board of Education meeting, several students presented concerns about the Adult Welding program. Board President Erik Walter requested that a report concerning student issues be prepared for the June 28, 2016 Board meeting.

Subsequent to the June 7, 2016 Board meeting, Board Member Brian Kolkowski visited the Adult Welding class, interviewed students and instructors and sent an email with his own questions and findings.

The attached report includes the summary facts and responses by myself and Adult Workforce Education Director, Marcy Trew. In order to facilitate conversation, the report is included in the Board Packet for Tuesday, June 28, 2016 meeting. Both Marcy Trew and I will be happy to answer any questions that Board Members may have during the discussion period scheduled on the Board Agenda.

Thank you all for your support of Auburn Career Center.

Sincerely,

A handwritten signature in blue ink, appearing to read "Maggie Lynch", with a long horizontal flourish extending to the right.

Maggie Lynch  
Superintendent



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## Memo

**To:** Margaret Lynch  
**From:** Marcy R. Trew  
**Date:** June 20, 2016  
**Re:** 2015 – 2016 Welding Class Concerns

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### RESPONSE TO STUDENT CONCERNS:

During the week of March 17, 2016 a student, Emerson Messner, stopped by my office and stated he and other members of the class had some concerns and would like to meet with me. I requested that he and the other members of the class compile a list of the issues they would like to discuss and that I would meet with them on Monday, March 21, 2016. There had been prior incidents of students in this class acting and speaking inappropriately to one another and instructors and these incidents were dealt with on an individual basis. Therefore, I urged the student to ensure they had a list of topics and one or two designated speakers to allow the conversation to remain professional and on topic.

On **Monday, March 21, 2016**, I met with the students to discuss their concerns and to introduce them to the high school instructor that graciously offered to step in and assist in teaching the adult class while recruiting and hiring additional adult instructors.

The students provided me with a copy of their concerns attached hereto and titled "**Issues and Deficiencies encountered in the Adult Welding Class during Fall 2015 and Spring 2016.**"

I responded to their concerns as outlined in the **Friday, May 6, 2016** e-mail addressed to Margaret Lynch and attached hereto. This e-mail was presented as a follow up to the status of the student concerns and the current status of resolutions.

I have also included Michelle Rodewald's response to the students' concerns outlined in her **May 5, 2016** e-mail address to my attention as a means of follow-up and documentation to resolving student concerns.

Since the time of the May 6, 2016 e-mail providing an update to Margaret Lynch, the following areas of concern were addressed as follows:

- There were several student issues regarding interactions between the students that were investigated, addressed, and resolved.
- The **February 2016** newsletter provided information regarding employment resources and advertising the February 9, 2016 and March 8, 2016 job board training sessions. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office,

and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.

- The **March 2016** newsletter provided information regarding the top 10 soft skills in demand and advertising the March 23, 2016 resume writing session. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.
- The **April 2016** newsletter provided information regarding OhioMeansJobs employment resources, in demand careers, job board registration information, and advertising the April 19, 2016 interview skills practice night session. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.
- The **May 2016** newsletter provided information regarding tips for attending a job fair, interviewing techniques, and information regarding employers attending the Auburn Career Center job fair and the dates and times of the job fair. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.
- The **June 2016** newsletter provided information regarding the listing of hot jobs. The newsletters are sent to instructors electronically, provided on the Auburn website, physical copies are available at the front desk in the Adult Workforce Education office, and a copy of the newsletter is posted in the adult welding instructor's office door. A copy of this newsletter is attached hereto.

#### **RESPONSE TO WRITTEN CONCERNS OF BRIAN KOLKOWSKI DATED JUNE 15, 2016**

*"First, it doesn't appear to me like any progress has been made on the issues surrounding the adult welding class. In my opinion we owe it to these individuals to find a solution for them pronto!"*

- I have addressed the progress and how the issues have been resolved under the first portion of this response.

*"I have learned there are no books or instructional materials for this class."*

- To my knowledge and based on the information available on campus, no textbooks have been adopted for this class prior to or since my assumption of the position as Adult Workforce Director. All of the PowerPoints were developed and provided by Dan Gaul utilizing the syllabi and the instructional materials developed through Lincoln Electric and used in their welding school.
- The instructional materials utilized in the class is reviewed by the Program Advisory Committee meetings at least twice per year in order to provide feedback regarding the materials, programming, tools, equipment, and relevant needs of business community.

A copy of the Program Advisory committee meetings and all of the materials are documented for accreditation purposes in binders in the AWE Director's office. There has been no request for additional textbooks or learning materials and those provided have been deemed sufficient for student education.

- Any instructional materials to be considered must first be suggested by either the instructors or the members of the Program Advisory Committee. A review of the costs of the materials to be adopted must be completed and a textbook adoption form must be approved by the Board. The costs associated with those books are then reported to the Ohio Department of Job and Family Services agencies that provide tuition assistance, input into the Aceware accounting system to be assessed with the student courses, and advertised in the costs associated with the program. These adoptions must be made prior to the advertising and admissions into a program in order to be accurately reflected in the financial aid calculations and the required Tuition Payment Agreement. As an example, there are currently five (5) students already enrolled for the 2016-2017 Welding program scheduled to begin September 2016.
- Upon hiring Mr. Johnson, he indicated an interest in utilizing Lincoln Electric's textbook materials as well as the software support for the welding program. He met with the sales representative from Lincoln Electric and provided me with the e-mail providing the quote for the instructional materials and software. According to accreditation protocols, this information would need to be reviewed and provide feedback from the program advisory committee in their bi-annual meeting to take place in Fall of 2016 prior to be submitted to the Board for approval. I have attached a copy of the **June 17, 2016 e-mail and the attachments** provided to me.
- I have spoken to Mr. Johnson and Mr. Renda and they would like to add two textbooks to future courses. I have **attached a copy of the textbook information**. One of the textbooks from Lincoln Electric is currently out of stock. The cost of the two textbooks would be approximately \$160 for the two books. The books will need to be viewed and approved by the program advisory committee per requirements of COE program advisory committee meeting standards and a recommendation made to the board for adoption.
  - In the meantime, Tim Marek has assisted the instructors in locating and uploading electronic materials into the Blackboard learning management system to use for supplemental instruction. The instructors have expressed an interest in learning how to better manage the Blackboard and electronic materials and will be working with Tim Marek to hone these instructional skills to enhance their teaching of the technical skills.

*"I also learned that there is little to nothing our night time administration has provided in the way of orientation for our instructors including a list of responsibilities and what is handled by the day time vs. night time instructor, i.e., ordering, etc. Essentially they have been thrown into this class and told to teach but haven't been given the tools. There is no orientation as to our policies and general school procedures. As a result our instructors are unfamiliar with things that would help them teach that through a short common sense orientation could be explained and learned. This is on us."*

- All instructors are paid to attend a mandatory annual faculty development meeting scheduled to take place prior to the start of each school year. During that time the instructors are provided with a copy of the handbooks, all resources, forms, e-mail information, and introduced to key members of the AWE staff that provides support



throughout the year. They are provided with a folder of essential materials and information. Key elements of the position and specific requirements are reviewed during that time. Attached please find the **Agenda** for the September 2015 meeting.

- All instructors hired after the fall mandatory annual faculty development meeting meet with the AWE administrative assistant, Laura Kamis, and receive a one-on-one review of the materials. They are also provided with the same complete folder of resources and information and all of the appropriate signature sheets are forwarded to the board office for their faculty files. This review session follows the topics included in the agenda and the instructors are instructed to set a time with Tim Marek to provide them with the appropriate computer access, passwords, and computer support information. The instructors can receive all of the training and information, with the exception of the computer access prior to Board approval. All faculty that has not been Board approved receives the computer access and training once they have been Board approved.
- Ken Johnson was given the instructor packet and it was reviewed with Laura Kamis on Thursday, May 26, 2016.
- All new instructors are paid to "shadow" the current instructors in order to ensure they have the opportunity to meet the students, become familiar with the classroom environment, and build working relationships with the other instructors. This serves as a mentoring and onboarding process where they have access to the instructors in the classroom to learn any information specific to the class or the learning environment. Attached please find a copy of the **monthly teaching schedules** throughout this welding school year. Where more than one instructor is present, they are either mentoring with a lead instructor or providing additional instructional assistance to the class.
- The high school and adult instructors work together to ensure the ordering of supplies. This can be evidenced through the recent collaboration between Joe Renda and Jared Rogge for materials required for certification testing and preparation, flap sanding wheels, etc.

*"I have also learned that there appears to be no preventative maintenance done on what was all new welding machines Auburn just only purchased a couple of years ago. As a result there is a "pile" of cannibalized formerly new machines in the northwest corner of the welding lab, mostly hidden by a curtain. And there only remains 9 welding machines for the class to use."*

- I support the response Maggie Lynch provided in her June 16, 2016 Memo to Erik Walter, Board President.
- Additionally, instructors utilize these tools and equipment on a daily basis. If there are any issues or concerns with the equipment they are to inform maintenance and administration in order to obtain any repairs. The high school instructor works closely with the adult instructor to call for maintenance and address any service calls as they are not readily accessible to adult instructors working at night that are often employed with other companies during the day.
- The high school principal and the AWE director have worked in collaboration to ensure a sense of collaboration between the high school and adult faculty. This is evidenced in the sharing of costs for large equipment repairs between both budgets, invitations to high school instructors with shared spaces to meet with the adult instructors to build

working relationships, sharing responsibility for the care and maintenance of the labs and equipment, and sharing faculty between high school and adult programs.

*"The two plasma cutters appeared to be destroyed by our air system, which when you turn it on sprays out water as well as air. Why a water separator hasn't been put in line is beyond me.*

*In addition:*

1. *Our plasma cutting table doesn't work,*
  2. *Our Piranha metal cutting table doesn't have all the required safety guards,*
  3. *The blades are old on the cutting table resulting in bent cut metal making welding difficult, and*
  4. *The storage facilities (outside) are not organized or kept up (demonstrating a lack of organization and other issues I'd be happy to explain)."*
- I support the response Maggie Lynch provided in her June 16, 2016 Memo to Erik Walter, Board President.
  - Further, the high school instructor, Jared Rogge was making arrangements for the shear and the Piranha cutter to have preventative maintenance after the class is finished in July.
  - According to the attached e-mail dated **May 23, 2016 from Joe Renda**, the hydraulic sheer works great and they collaborated between high school and adult to arrange for the preventative maintenance over the summer.

*"To make matters worse when I was in the classroom, the welding gasses ran out and the class needed to be cancelled. Apparently when the day class switched to the reserve gas supply the instructor forgot to place an order for more gas to be delivered. The students couldn't do anything at this point."*

- Prior to the end of the school year, as has been our procedure, the high school instructor ensures that there is sufficient gas to maintain the classroom needs until the high school year begins again. Both high school and the AWE share the budgetary costs of the purchase of the gasses.
- I met with the high school instructor prior to the end of the school year and he assured me there was sufficient gas supply the adult program.
- There was sufficient supply at the school per Joe Atwell and there were back up tanks available. There was additional gas ordered through the purchase orders that had previously been opened to meet the needs of AWE over the summer months.

*"What is Auburn going to do going forward? I can't believe a week has gone by and nothing appears to have been done.*

- I was not in attendance at the Board meeting and was unable to respond to any complaints or concerns until I returned and was able to review the Board meeting and access the appropriate information required to respond factually and completely.

- I was out of the District due to an illness and was not released to return to work until May June 13, 2016. The nature of the illness did not allow me to drive, and the nature and level of the medical treatment were not conducive to coherent conversations. I have provided the board office with a return to work release document.
- I was out of state on a scheduled and approved vacation from June 13 – June 17, 2016. While I working on these issues and other administrative duties during that time, I was unable to access my notes and other information to respond factually and completely.
- I have consistently responded to the concerns of the students and worked with the faculty to answer each of the matters that have been brought to my attention in a consistent and competent manner while documenting the steps taken throughout the process.

*"Here are my two cents:*

1. *We need program materials, lesson plans and organization for the program. Lincoln Electric offers a program called "U/LING" This online program includes lesson plans, videos, student reference guides, lab activities, class presentations, student handouts, assessment tests, and cumulative learning records that would track each of our students so if course instructor switch mid-course would allow us and new instructors to keep up with each student progress. This would cost \$7,000 for the full year program and if we negotiate right perhaps Lincoln would give us two free months for the current class to complete their course."*
- I have previously addressed this program in remarks and provided the attachments. Additionally, I have spoken to the current program instructors. They have indicated that while some of the students may benefit from one or two weeks additional instruction, not all of the students require the additional training to master all of the course objectives. The instructors also relayed some frustration that several of the students that are asking for a program extension are routinely leaving the class one half an hour to an hour early every evening.
  - The first week extension of the class makes up any missing days of instruction and would be a requirement for students in order to meet the 90% attendance requirement for program completion.
  - If a second week or any additional time is offered, it could not be mandatory as it is more than the required program hours. If the students are currently failing to stay for the entire class period, how do we ensure that they would participate in the remaining week and that we would not be asking instructors to commit to the extra days only to send them home if the students are not present?
- The instructors have access to Blackboard which also tracks instructional materials, progress, grades, etc. and is already in place for every course in the AWE programs. Tim Marek provides access and assistance to all Board approved instructors and any new instructor can be given access to the Blackboard course.
- Furthermore, the AWE office monitors student academic progress and achievement through the information maintained in the Blackboard programs as well as Aceware.
2. *"We need to have our administration talk with our instructors to see if they would indulge us for our mistakes and work into the summer to complete this program for those students who are willing (of course with the appropriate pay)."*

- The instructors that are teaching the class have gone above and beyond to ensure the students missed a minimal amount of class time. High school instructor provided support and assisted in teaching the class as long as his schedule would allow. Joe Renda juggled his other job and other commitments in order to ensure the students were provided with the instruction during the time we were advertising for and hiring an additional welding instructor.
  - There are other concerns to be taken into consideration with the extension of the class. The class was extended for the five days of make up time added to the end of the course to allow the students to obtain all of the required hours for the program.
  - Adding two months of instruction at the end of the program could have the following additional implications:
    - The program delay of two months will also delay the start of the Fall program, which already enrolls 5 students.
    - The delay would cause additional instructional costs of approximately \$7,000.
    - The delay would not allow the instructors for any time off from teaching prior to beginning the next program.
    - The hours cannot be mandated for the students as they are in excess of the approved program hours through the Ohio Department of Higher Education and the Council on Occupational Education.
    - If student interest wanes in participation of the class, we are once again asking instructors to commit to the time only to be sent home.
3. *For those students who don't have the time to complete the program we need to give them a partial refund (or refund the funding agency if a grant) for that portion of the course on an objective basis that Auburn did not teach them.*
- Based on the information provided, I do not believe there is any justification for a refund of course materials and information. The course description for the Auburn welding program states:
    - This comprehensive program is designed to teach the fundamentals of the welding process. I have attached a copy of the **AWE course catalog**.
  - This program provides the students with the information and instruction designed to teach the fundamentals of the welding process. Joe Renda was one of the instructors throughout this year, along with Ben Bradbury and Nick Peters. When Ben and Nick resigned due to an increase in their primary employer's work hours, Joe took on more of the instructional hours and the high school instructor and adult instructor, Jared Rogge, graciously gave of their time to continue the instruction and avoid any interruption for the students. Both instructors maintained the classroom and instruction during the hiring process. When Ken Johnson was hired, he was provided with an opportunity to shadow the class and obtain mentorship while getting to know the students. He also brings additional specialized skills in the area of pipe welding which has further enriched the class. Any of the time that may have been missed during the course of the program will be made up with the one week extension wherein the class will end on July 18, 2016 rather than the originally schedule date of July 11, 2016.



- AWE accreditation requires that all hours of instruction missed must be made up. As this course requires a significant amount of hands on instruction, the administration had discussions with instructors prior to the June 7, 2016 Board meeting and agreed to extend the class days. The students were informed of this make up time by the instructors and the feedback provided to the AWE director was positive.
4. *"For those who dropped the "ball" or slid this under the carpet from our adult night administration they need to get a letter in their file at a minimum even if they are leaving. Of course, this would be after a proper investigation and due process, if what I learned bears out."*
- The high school and adult administration has worked together consistently and efficiently to address any concerns brought to its attention. I have been actively working on to investigate and resolve any issues or concerns raised by the students beginning immediately upon our initial meeting and will do so consistently until the students' graduation. The ball has not been dropped nor has anything been slid under the carpet. I listen to and address any and all issues raised by both students and faculty as they are brought to my attention.
5. *I would like to request an executive session for matters of personnel at the next board meeting where as a board can discuss our administration – without their presence – related to this matter and other similar ones that have continuously cropped up.*

*Erik can you find out what our administration claims they have done since the last board meeting. I believe we as a board need to actively manage this issue because I am not comfortable our administration is properly handling this."*

- I believe I have responded to each of the items fully and factually including back up documentation. The administration has worked together to actively address issues as they arise. I am happy to respond to any additional questions or concerns.
- I am not aware of any similar issues that have continuously cropped up as the last time there were any issues in the adult welding program were very different problems that were present prior to my hire in April 2012 and were resolved through diligent attention to each of the issues presented by the students. No additional concerns have arisen until now and I have been actively responsive.

*"As a side note, one of the students brought to my attention that the company the work for won't send their students to our CNC night program because of concerns over the program's quality."*

- There is no reasonable means of responding to an allegation from an unknown source or to determine the validity of this statement.
- However, the ACC Kennametal program has successfully completed six classes since my employment in April 2012. The class consistently runs several times a year.
  - The 2014 COE Annual report shows a 100% completion rate and 88% placement rate.
  - The 2015 COE Annual report shows a 78% completion rate and a 100% placement rate.

- The standards are above COE requirements. Some of the students do not complete the full program as they are gainfully employed and do not require the internship portion of the program. Some students do not complete the program as they may have changed their mind or life circumstances may have changed.
- The data supports the success of this program.

**RESPONSE TO JUNE 7, 2016 BOARD MEETING CONCERNS AND COMMENTS OF TYLER BARCLAY, MICHAEL BUCHANAN, AND VARIOUS BOARD MEMBERS:**

*Have only covered the basics and listed the areas of instruction he stated missing from the syllabi:*

- At the time the students presented the information on their list they stated had not yet been taught, they were in the third module of the program, MIG. At this time, some of the skills they claimed were to be taught were not yet covered in the course of the program and were to be covered in later modules, including TIG and Advanced Welding.
- The instructors have been interviewed, the students were given an assessment review, and I have been assured by the instructors that the skills and objectives would be met during the remainder of the course.

*Ms. Rodewald has redeemed herself but did not do that in the beginning:*

- Interviewing skills and syllabi preparation does not generally take place in the first half of the program as it is more appropriate closer to the time of graduation.
- I have provided additional documentation and response to this concern in prior sections of this document.

*There are a lot of machines in the facility that are broken and need to be fixed:*

- This was addressed in prior sections of this document.

*Graduate July 11:*

- While the students were originally scheduled to graduate on July 11, 2016, the class was extended for the period of one week in order to make up time for some of the hours that were lost during the course of the program due to calamity days, etc.

*Different teachers have been quitting and coming and going:*

- Ben Bradbury, Nick Peters, and Joe Renda were instructors during the 2014-15 school year, along with Brian Lee and Dan Gaul. Jared Rogge, high school instructor, also served as a substitute in the welding program.
- Ben Bradbury, Nick Peters, Joe Renda, and Brian Lee were instructors during the 2015-2016 school year. Jared Rogge, high school instructor, also served as a substitute in the welding program. We have recently added Ken Johnson to the teaching faculty.
  - Ben Bradbury had a family emergency and was also working extended hours at his full time job at Lincoln Electric in addition to teaching. At that time, he put in the appropriate notice and resigned.

- Nick Peters also experienced an increase in his full time job requirements and expressed to me that he was starting his work day as early as 4 a.m. and was not ending the day until after he returned home from class at 10 p.m. He was burned out, put in the appropriate notice and resigned.
- Joe Renda, Nick Peters, and Brian Lee covered the instructional hours to avoid any disruption in the education process while we continued to build the bench strength in the welding program.
- The adult welding teachers we have hired all hold full-time positions with other companies, several of them coming from Lincoln Electric. They have a variety of instructional strengths providing valuable instruction for the students and work together as a team to ensure the classes are covered by qualified welders. However, even though they are passionate about what they do, this is their part-time position and when life circumstances change or their full-time positions require additional hours, they must do what is best for their families as well. This and the variety of skills they bring to the classroom, is the reason I have worked to build the programs several instructors deep.

*Statement by student that class was canceled on June 8, 2016 due to a lack of instructor:*

- None of the three instructors were available to teach the class on Wednesday, June 8, 2016. However, class was made available that evening including a guest speaker. Michelle Rodewald attended the class in order to provide any assistance regarding resume writing or job board services. Jack Rodewald, known to the students through the interview workshops, came to the class as a guest speaker providing instruction in blueprint reading and welding symbols per the students' request. The students were informed individually, in person, by Michelle Rodewald during class on Tuesday, June 8, 2016, that this opportunity was made available and that attendance hours would be given for the class. Ryan Myers, Crystal Jacobs, and Mike Buchanan were the only students that took advantage of this opportunity. A copy of the **Adult Workforce Education Guest Speaker Request Form dated June 8, 2016** is attached hereto.

*Suggestion to extend the class for an additional two months:*

- This was addressed in prior sections of this document.

*A couple of years ago we had these issues, purchased new equipment, and I thought we had resolved this. I would like to find out what our administrators have been doing about this.*

- The last time there were issues in the welding program were present upon my hire in April 2012. I, along with the high school administration and the superintendent worked diligently to resolve the issues and make changes to avoid future situations. I have addressed this further in prior sections of this document.

*The machines were not able to be used when the instructors came in and had to be repaired:*

*Syllabi:*

- All instructors receive a master syllabi template for each of the modules in the program on or around the time of the faculty development meeting that takes place prior to the start of each school year. The instructors make changes to the names or contact information if necessary and provide them to the students for review and signature of receipt and acknowledgement in their student files. The syllabi are housed on the share drive under Adult/Syllabi/ and the appropriate school year and program name.

*One teacher comes in and gets to know the kids and then another instructor comes in and takes over and may not know what these students can do. All these people have been traipsing through there.*

- This was addressed in prior sections of this document related to instruction.

*Blueprint reading, went over it about 20 minutes in class*

- The students expressed to me that they wanted additional blueprint reading when we met initially. I spoke to Mr. Rogge and he added another instructional lesson on blueprint reading. Mr. Rodewald also came in as a guest speaker and provided instruction on blueprint reading.

*Ben and Nick were not qualified to teach:*

- Ben Bradbury and Nick Peters were highly qualified instructors. They also participated in the instruction at Lincoln Electric. They had been mentored by Dan Gaul, also an instructor and skilled welder at Lincoln Electric. The welding instructors that have hired are highly skilled and recommended. While they may not have expert level ability in every area of welding, their combined skills and education provide for a well-rounded instructional experience.
- The adult students were extremely happy with Ben and Nick while they were with Auburn and expressed upset when they left. While change can be a difficult transition, there was consistency with the other instructors that remained. It is not uncommon in any adult learning environment for students to encounter more than one instructor throughout the course of their instruction.

*How can you give them a certificate if they haven't learned what they are supposed to have learned?*

- The instructional staff assesses and evaluates the students in each module throughout the course of the program to ensure they have met the qualifications for graduation from the course.

*Qualified instructors need to be hired for the program:*

- This was addressed in prior sections of this document.

*Suggestion of a person that could come in and review the program:*

- All members of the welding community are welcome and invited to be a part of the program advisory committee. This committee reviews the program materials. Laboratory, instruction, and all other areas of the program as required by the Council on Occupational Education for accreditation compliance. There is a binder of the Program Advisory Committee meeting minutes in the AWE office. Upon completion of the meetings, the minutes are reviewed and if there are any action items suggested by the committee, they are reviewed and progress begins. Attached please find a copy of the **COE Advisory Meeting Check List** stating each area that is required to be reviewed at the Fall and Spring meetings.

*I think we need some independent review of this program. We need someone that is looking at this from a welding standpoint:*





## Memo from Maggie

**Date:** June 16, 2016

**To:** Erik Walter, Esq., President  
Auburn Vocational School District  
Board of Education

**RE:** June 7, 2016 Board meeting follow-up on Welding issue

**June 8, 2016 -** I reviewed all notes from the board meeting and set down a “to-do” list of actions to follow up on the several discussion points for this class.

Received word from Marcy Trew, Adult Workforce Director informed me that she was ill and would not be in to work.

**June 9, 2016** Left for vacation until June 15, 2016.

**June 10, 2016** Marcy Trew texted me that she needed to return to the doctor and would not be in to work.

**June 13, 2016** Contacted Marcy via text and informed her that the Board of Education had discussed adding two months to welding class and that she needed to prepare a report for the 6/28/16 Board meeting after she met with the welding class.

Marcy responded that she has documentation of all she the meetings with students, her implementation of 5 additional days to replace missing days to conform with the time requirement of Council of Occupational Education and the U.S. Department of Education and Financial Aid requirements.

Additionally, there would be a financial impact on the program by extending the program and that this

extension would need to be submitted to the Council of Occupational Education.

Marcy also informed me that she had been to the Emergency Room and would be bringing in a medical release to return to work. She also informed me that she would be on vacation until June 20, 2016.

Roger Miller sent me a text. He had received a message from an evening welding student who wanted the email addresses of all of the board members. He was following up on a comment made by a board member that they are on the website. I texted and called Lori Smith to provide this information to Dawn Bubonic to be posted on to the website and to the email addresses to Roger Miller as well.

Dawn will have the board members emails posted on the website by the end of today.

**June 15, 2016**

Return to work. Met with Sherry Williamson, Treasurer and Shelley Barto, Financial Aid, to discuss implications if Welding Class was extended by two months. If hours of the class changed from 620 hours as reported to Council of Occupational Education (COE), there could be ramifications. The majority of the welding students are on Financial Aid and many of these students have obtained living expenses as well. Should the class be extended, would the district be obligated for additional living expenses? Would all Financial Aid forms and tuition agreements need to be redone?

Recommendation would be to consult with COE and determine if there would be any impact if the time was offered to students as voluntary "open lab" time that would be a courtesy supplemental one-time opportunity that would be a board option due to the number of teachers involved in the 620 hour course



that began in September, 2015 and would end in July, 2016

June 16, 2016

Contacted COE—waiting for call back.

Student Follow up after Board Member, Dr. Brian Kolkowski's visit to classroom.

Follow up on topics in email by Brain Kolkowski sent to Board Members and forwarded to me by President Erik Walter:

**Teacher Orientation:** I agree with Brian that this is a present weakness, especially for teachers hired after September. In September, there is a total faculty meeting to review the handbooks, ordering procedures, attendance taking, contacting maintenance, and they meet with the daytime instructors to coordinate ordering and supplies.

Annual teacher evaluation discussions review current year, equipment needs and repair for the following year, and instructor suggestions for improvement to the program.

I have done follow-up interviews with other recently hired instructors, in preparation for hiring new Adult Workforce Education Director, to target critical and immediate areas of needed improvement.

**Textbooks:**

In the past several years, there has not been a book. Demonstration learning of welds to pass certification, instructor individual instruction, and student practice on techniques were used. If students wanted a text to supplement, there was one available for purchase.

After speaking with instructor Ken Johnson, who was teaching only one night this past week, he showed me the book that was recommended. Unfortunately, the textbook is not practical, too expensive and is available if students choose to purchase it. I located the text that should be used for the required ODE/HEI certification requirements and left a copy for Ken Johnson to review. We will order immediately.

After seeing Ken Johnson in the classroom as the instructor, I am checking to make sure he is medically cleared to teach. He had “carpal tunnel” surgery within the last few weeks and I will find out if he submitted a “Return to Work” doctor note to Marcy Trew.

**Preventative Maintenance:** According to Ken Johnson, the Pirahana metal cutting machine is missing a plastic shield on the back end of the machine which Ken Johnson did not feel was essential. Ken Johnson will also order additional new cutting blades for the cutting table so we have some in reserve.

When he was interviewed, ordering equipment was stressed. He will put in an order but is still finding his way as he is not the majority of time teacher. He will balance instruction time and increase communication with Joe Renda, the other Welding Instructor.

When machines are broken, they are tagged and sent out for repair. Our staff are not certified welding machine repairmen.

**Regarding the welding machines located in the northwest corner,** that Brian thought were “cannabalized”, these welders are C300 machines purchased a couple of years ago that can be used for



Stick, Mig and Tig welding. However, for each operation, the nozzels need to be switched out when transitioning to TIG. Currently, there are TIG welding machines in several of the booths, and the other booths, not using the newer TIG welders purchased since the lab was redone, are the C300.

The only things missing on the C300's stored in the corner would be the spools of welding wire that is fed during the welding process. These machines are ok and operational but not currently in use.

### **PLASMA CUTTERS:**

There are two plasma cutter machines. The red one, a Torch Mate, is currently shut down for the summer. The previous adult instructors were not interested in. Ken Johnson is showing an interest. This machine is programmed, the lap top needs to be connected and I will contact Terry Colescott to meet with him to provide him with some instruction. He is not very experienced on the machine but interested in learning.

Regarding the air system that connects to the Torch Mate, the system already has a water separator. The water that spews out when the handle is turned is due to the condensation from the air in the line and the temperature in the welding lab. However, the water does not adversely affect the operation of the Torch Mate as the unit uses the air to blow away the cut material residue and the unit sits in a water to cool the debris as it falls.

The Blue Plasma Cutter was inoperable. The instructors stated that they couldn't find the program to make it work. Jeff Slavkovsky, HS Principal, contacted the company and they sent the software to him. This was downloaded to a jump drive and given



to Ken Johnson. I will have our tech department meet with him, connect him with a laptop computer to connect the software to the plasma cutter.

**Storage Facilities:** Outside storage facilities are for tank storage. Other welding supplies that instructors indicate are not for immediate use in the classroom can be stored in the back building. Much of the metal is not stored outside as it would oxidize or prevent welding to the surface.

Four pallets of new metal, ordered by Nick Peters and Ben Bradbury, which gets donated from Lincoln Electric, was received a few weeks ago and is still in the lab. We are unsure what the instructors want to do with this material. There are two additional bins of metal for student use plus a shipment of pipes to be cut and re-weld for practice. In addition, there are two bins for waste of metal separated by type: steel versus aluminum.

I am not sure of what other concerns Brian has but I am aware that he interviewed one of the night maintenance men, Rich Gamber.

**Welding Gasses:** The fact that the gasses ran out is a reality that happens. Unfortunately, the maintenance man did not look in the outside storage area to notice that we had a shipment ready to be installed to replace the skids of missing tanks. Joe Atwell, did this in the morning, talked to Ken Johnson and apologized for this inconvenience.

During the high school calendar year, the daytime instructor does the ordering of gasses and supplies. Maintenance then moves the tanks in and out.

There will be enough gas for the various tanks for a month. A new supply will be ordered by Joe after

**July 1, when purchasing begins again for the new fiscal year.**

**Administrative Awareness of Issue and Documentation:** Marcy Trew will be happy to provide her handling of the situation in a report to the board. Please know that while the response of the Adult Administration did not satisfy the student's concerns, Marcy was working with the situation.

To date, the instructor I had interviewed to work with Ken Johnson has not cleared the hiring process steps. We are to receive an additional application in a week from an inquiring candidate.

#### **Going Forward.**

- 1. There will be a motion on the Board Agenda to hire a New Adult Workforce Education Director. After interviewing 14 candidates, our top choice will be on the agenda for hire.**
- 2. Marcy is leaving our district in July and is for the most part only here for two weeks between using her vacation time.**
- 3. The suggestions that Brian has mentioned will be incorporated into the training of the New Adult Workforce Education Director.**
- 4. Ken Johnson is looking at the Lincoln Electric curriculum. There should be a consensus decision among all instructors on what program to use and how to conform with the Department of Higher Education certification requirements.**

5. Please know that the end date of the course, 7/11/16 is the required end date for all students. Anything beyond this date, offered as an option, would not require any tuition reimbursement. If there is a refund or other compensation, this would need to reopen Financial Aid and reimburse the government proportionally for the tuition payment through the Financial Aid program. The majority of students are on Financial Aid.
6. Granted, instructors need to be paid for their time if they continue offering students additional opportunities to learn more than the 620 hour course. This needs to be a volunteer opportunity as some students had scheduled vacations and/or are satisfied with their education.
7. Marcy Trew has been actively working with the concerns of the welding students. She will explain her activities, how she was able to keep the program staffed and that missed days were scheduled to be made up and an additional week was offered if students wanted more welding experience.

Additional efforts taken and a feasible plan to address student concerns will be reported at the 6/28/16. Please know that I will be happy to answer any questions regarding this response.

Thank you.

Maggie Lynch,  
Superintendent



**Issues and Deficiencies  
encountered  
in the  
Adult Welding Class  
during  
Fall 2015 and  
Spring 2016**

- I. Material from the Syllabus not Covered
  - A. Materials Science, Safety, and Inspection
    - 1. Assess Materials
    - 2. Explain Weld Test
    - 3. Predict degree of distortion
  - B. Engineering Drawings
    - 1. Interpret drawings and prints
    - 2. Explain welding procedure specifications
    - 3. Select and utilize measuring devices
  - C. Welding Fabrication
    - 1. Demonstrate power metalworking and machinery
    - 2. Construct simple weldments from drawings (drawings we have not been taught to read)
  - D. Oxyfuel Brazing and Soldering
    - 1. Explain oxyfuel brazing and soldering
    - 2. Demonstrate oxyfuel brazing and soldering
  - E. Thermal Cutting
    - 1. Demonstrate Cutting Metals using the plasma arc cutting process
    - 2. Explain cutting and gouging metals using air carbon arc process
    - 3. Demonstrate cutting metals using manual and machine guided oxyfuel process
    - 4. Explain advanced cutting systems
  - F. SMAW (Stick)
    - 1. Demonstrate SMAW of Stainless Steel
    - 2. Demonstrate SMAW of mild steel pipe
    - 3. Demonstrate SMAW of hard facing
    - 4. Demonstrate SMAW of Cast Iron
  - G. GMAW (MIG)
    - 1. Demonstrate GMAW of Stainless Steel
    - 2. Demonstrate GMAW of aluminum
    - 3. Demonstrate GMAW of mild steel pipe
  - H. GTAW (TIG)
    - 1. Demonstrate GTAW of Stainless Steel
    - 2. Demonstrate GTAW of aluminum
    - 3. Demonstrate GTAW of mild steel pipe



- I. Advanced Welding Systems
  1. Discuss trends issues and impacts of emerging technologies
  2. Explain advanced welding systems
- II. Equipment
  - A. Of the four hours per night required by the school for classroom attendance, the instructor on duty spent at least one hour per night performing repairs on the welding machines and other welding equipment.
  - B. Worst case. On the first night of MIG class, all students were sent home. All of the MIG guns were missing or thrown out. We had to make this time up on a Saturday which was quite the unnecessary inconvenience and a clear demonstration of unreadiness and incompetence on the part of the school.
  - C. There are no spool guns to weld aluminum. This is a requirement on the syllabus.
- III. Job Seeking Skills (Page 6 of the Syllabus)
  - A. In the beginning of the class, we were told that companies would be invited in to watch us weld and interview us for jobs throughout the course. We have seen nothing!!!
  - B. Michelle Rodewald was scheduled to hold classes to improve our abilities in obtaining jobs such as improvements in the interviewing process and guidance with resumes. She pulled a **NO SHOW FOR BOTH!**
    1. Mike Buchanan specifically wanted to attend the one pertaining to the resumes to update personal knowledge of new trends in the job front.
    2. Jason gave a resume two months ago and has heard nothing from her.
- IV. Cost
  - A. At 7,000 dollars per person, we would like to know the breakdown of where the money is going. A quick head count and a calculator shows some pretty large numbers. We know it is not on steel to weld on. We have been welding on scraps donated to the school for at least a couple of months.
- V. Miscellaneous complaints
  - A. Student to teacher ratio
    1. 1 to 20 is not acceptable. It was reduced to 0 to 20 while the repairs were going on with the welding machines.
  - B. FALSE ADVERTISEMENT!
    1. Several members of the class signed up because of how in depth the description of the class was.
      - a) The need to be able to read prints is crucial and has not been covered which was a specific reason for two of the students attending.
    2. No one said we would not cover large amounts of the syllabus. The plasma cutter has not worked in two years. Yet, it is on the syllabus.
    3. We signed the syllabus. Many of us have A's in the class. We have kept up our end of the agreement that was signed which is to learn. The school is falling quite short of its end of the agreement which is to teach!
- VI. Responsibilities of Auburn Career Center

A. Provide quality instructors

1. Ensure your instructors have the knowledge and skill to teach the syllabus.
  2. Support your instructors readily
    - a) Provide technology support on things such as using the powerpoint or playing youtube or other videos using the overhead projector. This training should have been completed before the first day of class. Ben Bradbury said he had no clue how to use these things. He obviously figured it out later. Much later!
    - b) Support the instructor if there is a need to remove disruptive student(s) from class.
    - c) If the instructor has the technical knowledge but does not have a teaching degree, assist with providing a scheduled lesson plan.
      - (1) Ben Bradbury was adamant that there was not time to teach the primary welding skills and also cover the rest of the syllabus. There may be a need to completely restructure the class.
- \*\*\*Lack of ability to retain instructors is a sign of big problems with the school!!!\*\*\*\*

B. Materials

1. Estimate quantity of steel needed for each student. Ensure it is provided.

C. Ensure Equipment such as welding machines are ready to do the job required of them. The quantity of repairs points to a lack of maintenance. With a car, you ensure the oil is changed regularly instead of constantly buying engines because the oil was never changed.

VII. Resolving the Problems

- A. We, as a class, do not believe it is possible to teach, with quality, the remainder of the syllabus in the time that is remaining.
1. Many want a percentage of the money returned so that they may attend at another school such as Willoughby Tech, where they may learn the criteria successfully. Only thirty percent of the syllabus has been covered!
  2. Mike Buchanan and maybe a few others do not want money returned but would be willing to return in the summer or fall at no cost to the student to finish learning the material.
    - a) A guarantee of quality would be required. No glossing over!

## Marcy Trew

---

**From:** Marcy Trew  
**Sent:** Friday, May 06, 2016 2:53 PM  
**To:** Margaret Lynch  
**Subject:** Welding Student Concerns  
**Attachments:** Scanned from a Xerox Multifunction Device (003).pdf

Maggie,

Attached please find the listing of the student concerns. I met with the students in their classroom on March 21, 2016 where they presented me with the attached list. I started making notes that same evening as I began investigating their concerns which would explain my notes on the attachment. Here are the ways in which the following categories were addressed:

### MATERIAL FROM THE SYLLABUS NOT COVERED

- I explained to the students during that meeting that the syllabus they were using as their means of complaint is the syllabus for the entire program and not just for the first module. I provided the students with a copy of each of the module syllabi and explained that the course objectives and materials would be provided in the appropriate modules prior to the end of the program.
- I met with Mr. Rogge and he had the students complete an assessment to determine if there were any other areas where the students may need some additional assistance. He indicated to me that he added in additional blueprint reading and that the only students that did not appear to have all of the skill sets at the appropriate level were the students that routinely left early. In order to address this issue, he began moving the classroom portion of the course to a room at 8 p.m. and this reduced the amount of missed time.
- Mr. Rogge has assured me that he is confident that all of the course objectives will be met during the remainder of the program.

### EQUIPMENT

- There was one evening immediately following Skills USA where the adult lab was in no condition to teach the class and the students spent most of the evening getting put back together. This was discussed with the high school principal and was addressed.
- The first evening of the MIG module the instructor did not have the tips or the lab set up for the class. He was informed where the materials were to be found, ordered the missing parts and resumed class within a couple of days. This was Ben and Nick's responsibility to ensure the classroom was ready prior to the start of class. They were addressed regarding how this should be addressed in the future.
- The instructors are given POs for the materials and items to be ordered for the class. An open PO has been available for this class for Lincoln Electric since January of this year.

### JOB SEEKING SKILLS – Please see Michelle Rodewald's responses below:

- The welding class was invited and participated in mock interviews on Tuesday, April 9th
- I have worked with Emerson, Jacob, Jason, Kevin and Ryan on resumes. I gave resume advice to the student who is working at Ohio Ordnance Works (forgot his name).
- I also offered job board assistance and Kevin at least 3 others came down (don't remember their names)
- I invited the Iron Workers Union in to talk about job opportunities and they did come in.
- I discussed with the class visiting local companies including Steris and Swagelok. Swagelok is interested in giving the students a tour, but now that Jared is teaching, they don't want to tour during the week and Swagelok does not have the welding department currently working on Saturdays.

## FALSE ADVERTISEMENT

- There is a ratio of 1:20 students and an additional instructor was paid to come in and assist one night a week to provide more hands on assistance.
- There was no false advertising.

## RESPONSIBILITIES OF AUBURN CAREER CENTER

- There has been a bench strength of three instructors or more deep for this class. Two of the instructors were given mandatory overtime in their positions and chose to step away from teaching for a period of time. The third instructor and the high school instructor took those time slots available and advertising for the positions was posted.

## RESOLVING THE PROBLEMS

- There is nothing to indicate that the students have failed to receive an inadequate education substantiating their request for a return of funds. The program was only in the third module at the time the complaints were made. An assessment of the skills taught was completed, supplementary instruction was provided in the area of blueprints, and the students have the remainder of the program to receive the objectives listed in the modules remaining.

Thank you,

*Marcy R. Trew*

Marcy R. Trew, M.S., M.A.

Director of Adult Workforce Education

Auburn Career Center

6140 Auburn Road

Concord Township, Ohio 44077

Phone: 440.358.8028

[mtrew@auburncc.org](mailto:mtrew@auburncc.org)

[www.auburncc.org](http://www.auburncc.org)



## Marcy Trew

---

**From:** Michelle Rodewald  
**Sent:** Thursday, May 05, 2016 5:24 PM  
**To:** Marcy Trew  
**Subject:** Welding Help

The welding class was invited and participated in mock interviews on Tuesday, April 9<sup>th</sup>

I have worked with Emerson, Jacob, Jason, Kevin and Ryan on resumes. I gave resume advice to the student who is working at Ohio Ordnance Works (forgot his name).

I also offered job board assistance and Kevin at least 3 others came down (don't remember their names)

I invited the Iron Workers Union in to talk about job opportunities and they did come in.

I discussed with the class visiting local companies including Steris and Swagelok. Swagelok is interested in giving the students a tour, but now that Jared is teaching, they don't want to tour during the week and Swagelok does not have the welding department currently working on Saturdays.

Sincerely,

*Michelle Rodewald*

**Business Partnership Coordinator**

Auburn Career Center

140 Auburn Road

Concord, OH 44077

440-357-7542 ext. 8159

Fax: 440-358-8012

[mrodewald@auburncc.org](mailto:mrodewald@auburncc.org)

<http://www.auburncc.org/>



## ACC Adult Workforce Education Newsletter

8140 Auburn Road  
 Concord Township, OH  
 44077  
 440-357-7542  
 www.auburncc.org



### Important Dates

- Auburn Career Center will be closed on Monday, February 15th in observance of President's Day.
- No Classes on February 27 due to a SkillsUSA Event.
- Auburn Career Center will be closed March 25th in observance of Good Friday.
- Auburn Career Center will be closed for Spring Break March 28th - April 1st.

### LinkedIn...The Latest And Greatest Approach to Finding A Job!

If you haven't heard of LinkedIn already then you should definitely take the time to look into it. LinkedIn is a social networking site designed specifically for the business community. As a LinkedIn member, you are able to create a profile page that highlights your employment history and education that can be shared with the public. Your profile becomes accessible to everyone who is wishing to search an individual with credentials that are similar to yours. To create an account, simply go to [www.linkedin.com](http://www.linkedin.com) and register. Members are able to take advantage of either a limited free account or you can upgrade to a paid account with additional benefits.

Here are ten tips for using LinkedIn to find your next job:

1) Complete your profile. Your profile should match your resume.

2) Post a photo. Include a professional, flattering and engaging photo to show off your image.

3) Add contacts. You need to add all of your professional and personal contacts to expand your network as broadly as possible.

4) Ask and give recommendations. You want to target important people who have supervised your work at each of the position you have listed on LinkedIn.

5) Watch your spelling and grammar. Just like a resume, your profile and communications on LinkedIn may be judged by those reading it.

6) Update your status frequently. By updating your status often you'll be more visible to your network. Share articles and resources related to your expertise.

7) Join groups and get active. Joining groups within your industry will help you find job leads.

8) Connect into target companies. Create a target company list of 10 to 20 employers and use LinkedIn to connect with potential hiring managers within the organization.

9) Perform company research. LinkedIn is great for researching organizations, especially prior to interviews.

10) Keep in touch! Don't just add people to your LinkedIn and then forget about them.

Network, Network, Network. It's the way to go!



February is  
 Career and  
 Technical  
 Education  
 Month!

### Inside this issue:

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## Ohio Changes GED Test Scoring System

Ohio is one of the states that has chosen to drop the GED pass score from 150 to 145. The scoring change comes two years after the national testing company rolled out a more rigorous exam, aligned to national standards such as Common Core, that led to fewer people taking the test and fewer passing it. According to the data, more than 500,000 Americans earned the GED credential in 2013. In 2014, just 55,000 had passed by December. In Ohio, about 18,500 fewer people obtained a GED in 2014 compared to 2013.

The GED is likely harder

for two reasons. One, the test is offered as a computer only assessment and is almost certainly burdensome to the numerous GED's unsophisticated test-takers; especially older ones and poorer ones who did not grow up amid the constant glow of computer screens. Second, by making the GED more about careers and college-readiness, the test has unnecessarily become a barrier for the poorest, most inexperienced Americans. Someone who has no desire to go to college, but wants to have a chance at, say, a construction job that re-

quires a high school diploma or its equivalent will have a much harder time passing the new computer adaptive GED.

The scoring enhancements are effective immediately, however, it will take some time before the change can be implemented in state and GED Testing Service systems (transcripts, diplomas, state and federal data reporting systems). GED students and educators can expect to see the new score levels reflected in systems starting on March 1, 2016.



## INSTRUCTOR SPOTLIGHT

### *Sandy Ranck, LPN Program Administrator*

This month's instructor spotlight is on Sandy Ranck. Sandy has been acting as the Auburn Practical Nursing program administrator and instructor since December 2010. Sandy graduated from Kent State University in 1985 where she received her Bachelor's of Science in Nursing. She went on to receive her Masters of Science in Nursing and Medical-Surgical Nursing in 2004. Sandy completed her post-masters certificate in Nursing Education at Kent State University in

2006. Sandy has held various nursing related positions in the field as well as academic positions training future nursing students. Prior to coming to Auburn, Sandy supervised and taught at ATS Institute of Technology, Kent State University, Gannon University, and Cuyahoga Community College.

Sandy has demonstrated her subject matter expertise by writing and publishing articles for various medical publications. In addition, she has acted as a presenter at several nursing related

conventions and has conducted research on the relationship between pediatric exposure to environmental tobacco smoke and adult-onset asthma.

In addition to coordinating the Auburn Practical Nursing program to get started in April, Sandy is also preparing the program for an Ohio Board of Nursing program review in May.

Sandy has been an exceptional leader at Auburn and this can be seen in her most recent accomplishment as a newly appointed

member to the Ohio Board of Nursing. This is a very prestigious title to hold and Auburn Career Center is proud to have such a dedicated person to her field as part of our staff.

If you are interested in the Auburn Practical Nursing program or know anyone that is interested, you can contact Sandy for more information at 440-357-7542 ext. 8366 or [cranck@auburncc.org](mailto:cranck@auburncc.org).







## How To Manage Student Loan Debt

Paying off student loan debt can be a long, complicated and often difficult undertaking, one that can put significant pressure on an individual's finances, influence major life decisions, and put healthy credit at risk; it's estimated that about seven million of the nation's borrowers are in default. With so much at stake, how can borrowers best manage their student loan debt?

Here are insights to help you with your financial aid journey. First, know your loans. If you need to borrow for school, look first to federal student loans. Private loans are not backed by the federal government and are more risky and expensive than federal loans.

Second, stay in touch with your loan servicer. Loan servicers send lots of important information to borrowers including information about when your payments begin and how to select a repayment plan. If you miss your servicer's communications, you may be enrolled in a repayment plan you don't like or be late on payments. That can be expensive for you.

Third, pick the right repayment option for you. Choosing a repayment plan can be confusing, so take some time to fully understand the trade-offs between the different options. The Department of Education provides information and calculators regarding the various repayment options online at [studentaid.ed.gov/repay-loans](http://studentaid.ed.gov/repay-loans).

Fourth, consider whether or not to consolidate your loans. A consolidation loan combines multiple loans into one loan with an interest rate based on the weighted average interest rates of the underlying loans. Consolidation is not necessary or important for most recent student loan borrowers, but some borrowers can access more beneficial repayment and forgiveness programs by consolidating older federal loans.

Fifth, stay out of trouble! Approximately 85 billion dollars of outstanding student loan debt is past due. Two out of five student loan borrowers are delinquent at some point in the first five years of repayment. Talk to your lender or loan service right away if you are having trouble making payments. Federal loans offer flexible solutions including temporarily suspending or reducing payments. Ignoring your student loans can cause your total loan balance to come due, ruin your credit score, result in garnishment of your wages, and dramatically increase the total amount you pay. You can find helpful information at [studentloanborrowerassistance.org](http://studentloanborrowerassistance.org).

Sixth, loan forgiveness could be an option for you. Public service loan forgiveness is a federal program that forgives student debt remaining after 10 years of qualifying payments for people in government, nonprofit, and other public service jobs. Additional loan forgiveness programs are available for borrowers working in certain fields (like teaching, military service or medicine).

Lastly, know what your resources are. Here are some resources that may be helpful to you at some point in time with your financial aid situation.

**[www.nsls.ed.gov](http://www.nsls.ed.gov)**

The National Student Loan Data System for a complete inventory of your federal student loans.

**[www.annualcreditreport.com](http://www.annualcreditreport.com)**

Free credit report for an inventory of your private student loans.

**[www.studentloanborrowerassistance.org](http://www.studentloanborrowerassistance.org)**

Information from the National Consumer Law Center including avoiding and getting out of default, and dealing with collection agencies

**[www.studentaid.ed.gov/](http://www.studentaid.ed.gov/)**

Comprehensive federal student aid information and loan repayment calculators from the U.S. Department of Education.

**[www.studentloans.gov](http://www.studentloans.gov)**

Tools for managing federal student loans including access to your account information and repayment estimator from the U.S. Department of Education.







## Auburn Practical Nursing Information Sessions

Are you interested in learning more about Auburn Career Center's Practical Nursing Program? A good place to start is by attending an information session held in Auburn Career Center's Technology Learning Center. To register for an information session, please call 440-358-8007.

2/23/16 1:00 p.m. and 6:00 p.m. - both sessions in the Auburn Room

3/22/16 1:00 p.m. and 6:00 p.m. - 1pm in the Forum; 6pm in the Auburn Room

4/19 1:00 p.m. Forum

5/24 6:00 p.m. Forum

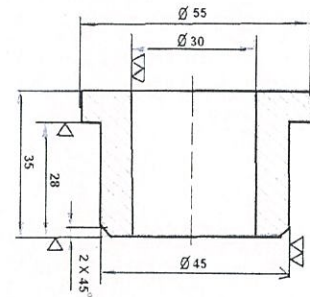
6/21 1:00 p.m. Forum



In the  
**Spotlight**

## *Employer Recognition!!*

### *Cast Nylons Limited*



Three students from the ACC/Kennametal Manufacturing program have just completed the internship component of the course and have acquired full-time employment as machinists as a result of their internship experience. Two of the students interned at Kennametal in Solon and one student interned at Cast Nylons, in Willoughby.

We would like to take this opportunity to recognize Cast Nylons as a new business partner with Auburn Career Center. We are proud to have a representative from the company as an active advisory board member for the ACC/Kennametal Manufacturing program. Cast Nylon's participation on the board allows Auburn to receive ideas and feedback for continuous program improvement as well as helping the center stay on top of the latest trends in industry. Cast Nylons also participates in Auburn's job fairs and practice interview days. Welcome Cast Nylons and thank you for helping our students gain valuable real-world training that can help prepare them to enter into the workforce!





## Announcements & Reminders

### Upcoming Workshops



Tuesday,  
February 9  
5pm-7pm  
Room 12C

Sign up for and learn to use Auburn Career Center's Job Board!! Connect yourself with hundreds of employers!



Tuesday,  
March 8  
5pm-7pm  
Room 12C

Create or update your resume and learn to post your resume on Auburn's Job Board.

### Do you need personal help finding employment??

Contact Michelle Rodewald at 440-357-7542 ext. 8159 or email [mrodewald@auburncc.org](mailto:mrodewald@auburncc.org) to set up an appointment!!

**NO CLASSES - FEBRUARY 27, 2016**  
Classes are cancelled due to a  
**HS SkillsUSA Event**

**New National Registry Test Date**  
**Sunday, February 28, 2016**

### Financial Aid Office Hours

Mondays and Wednesdays  
10:00 a.m. to 6:00 p.m.

Tuesdays, Thursdays, and Fridays  
7:30 a.m. to 3:30 p.m.

For an appointment contact Shelley Barto, Financial Aid Specialist at 440-357-7542 ext. 8326 or email at [sbarto@auburncc.org](mailto:sbarto@auburncc.org)

### Snow Days

The Adult Workforce Education Division of Auburn Career Center adheres to a school calendar for scheduled holidays. The calendar may be accessed at the school website or by asking for a copy from the Adult Workforce Education Office. Unscheduled school closings will be announced over television stations or online. Our school closing announcements will be listed as Auburn Career Center Adult Workforce Education. Unscheduled class cancellations occur mainly during the winter months. Adult Workforce Education classes do NOT necessarily follow the high school protocols. Students should use their discretion to determine if weather conditions preclude attending class. Students who choose not to attend when Auburn remains open will be counted absent.



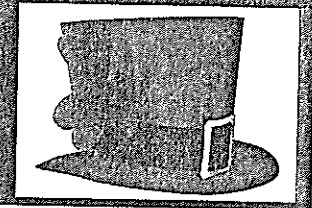
### Attendance Policy

Students are reminded they are required to maintain at least 90% attendance in order to obtain certification for their class. If the program is modularized, students are required to maintain 90% attendance in each module to obtain a certificate in each module. Specific classes may have a 95% attendance policy. If unsure, please refer to your student handbook or course syllabus.



## ACC Adult Workforce Education Newsletter

8140 Auburn Road  
 Concord Township, OH 44077  
 440-357-7542  
[www.auburncc.org](http://www.auburncc.org)



### Important Dates

- Auburn Career Center will be closed March 25th in observance of Good Friday.
- Auburn Career Center will be closed for Spring Break March 28th - April 1st. Classes resume April 4th.

### Top 10 Soft Skills in Demand

According to LiveCareer, degrees and credentials are important, but the development of soft skills—skills that are more social than technical—are a crucial part of fostering a dynamic workforce and are always in high demand. Have you taken an inventory of your soft skills set? You may have skills that are high in demand and not even know it.

What are soft skills? Soft skills are general skills—like the ability to accept feedback, work collaboratively, manage your time, etc. These are skills that will help you in a wide range of jobs, not just the target job you are applying for.

Here are the top ten soft skills in demand for today's job market:

1. **Communication skills:** It's more than just speaking the language. Communication skills involve active listening, presentation as well as

excellent writing capabilities.

2. **Computer and technical literacy:** Almost all jobs nowadays require basic competency in computer software, but many job seekers fail to provide this section because they think it's implied. If computer skills are relevant to your field, insert a "Technical Skills" or "Systems Proficiencies" section to your resume.

3. **Interpersonal skills:** the ability to work in teams, relate to people and manage conflict is a valuable asset in the workplace. This skill is important to get ahead—and as you advance in your career, the aptitude to work with others becomes even more crucial. Personal accomplishments are important on your resume, but showing that you can work

well with others is important too.

4. **Adaptability:** Don't underestimate the ability to adapt to changes and manage multiple tasks. In today's technology driven and rapidly evolving business environment, the ability to pick up on new technologies and adjust to changing business surroundings is important.
5. **Research skills:** With Google at the tip of your fingers, it's easy to find answers to common issues. However, hiring managers seek employees that are skilled at assessing situations, are able to seek multiple perspectives and gather more in depth information.
6. **Project Management skills:** Organization, planning and effectively implementing projects and tasks for yourself and others is a highly effective skill to have. In the past, (continued on page 2)



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In the  
Spotlight

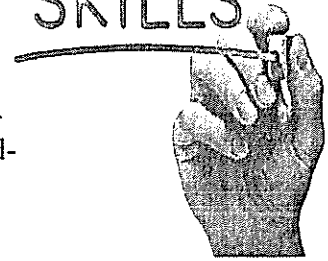
## Employer Recognition!!



Kennametal, Inc. manufacturing company in Solon, has been an Auburn business partner for the past six years. Auburn's Kennametal manufacturing class is named after the company because of the generous donations of time, materials, monetary donations and commitment to working with our advanced manufacturing students on internship opportunities as part of the "classroom within the shop" curriculum. Adult students spend 345 hours in the classroom and 320 hours at the company continuing to hone their skills. Auburn has placed more than 14 adult students at the company for internships and they have all acquired full time employment as a result. Additional adult manufacturing students have been placed in other local manufacturing companies to continue the classroom within the shop model. Those students have also found success! Thank you so much to Kennametal for supporting Auburn Career Center and our students!

### Top 10 Soft Skills in Demand (continued from page 1)

## SKILLS



this was a job in itself. Nowadays, many companies aren't hiring project managers because it saves everyone at the organization valuable time. Highlight this skill by listing an example of when your organization had a sticky situation and you effectively addressed it.

7. **Problem solving skills:** The ability to use creativity, reasoning, past experience, information and available resources to resolve issues is attractive because it saves everyone at the organization valuable time. Highlight this skill by listing an example of when your organization had a sticky situa-

tion and you effectively addressed it.

8. **Process improvement expertise:** The number one goal every company has in common is to save money. Optimizing business procedures can save a company time and money. Quantify results in your resume by listing the before and after facts of projects that you took on.
9. **Strong work ethic:** Employers are looking for employees that take initiative, are reliable and can do the job right the first time. Managers don't have the time or resources to babysit, so this is a skill that is expected from all employees.

Don't make the hiring manager second-guess by sending a resume with typos, errors, and over-exaggerated work experience.

10. **Emotional intelligence:** Although you will most likely never see this in a job description, EI is a highly sought after skill that relates to our social skills, social awareness and self-management abilities. Emotional intelligence is usually something that is revealed through actual interactions with the hiring manager, but you can hint that you have it with a strategic resume that addresses areas where

your experience and skills are lacking relative to the job requirements.

Auburn Career Center offers excellent hard and soft skill training through our adult courses. In addition, we offer workshops to assist you with making sure that you highlight all of your skills in your resume and cover letter so that you are more marketable. If you are in need of assistance, contact Michelle Rodewald, Business Partnership Coordinator at 440-357-7542 ext. 8159 or [mrodewald@auburncc.org](mailto:mrodewald@auburncc.org).



# Announcements & Reminders

## Upcoming Workshops



**Wednesday,  
March 23  
5pm-7pm  
Room 12C**

Create or update your resume and learn to post your resume on Auburn's Job Board.

## Do you need personal help finding employment??

Contact Michelle Rodewald at 440-357-7542 ext. 8159 or email [mrodewald@auburncc.org](mailto:mrodewald@auburncc.org) to set up an appointment!!

## **Financial Aid Office Hours**

**Mondays and Wednesdays  
10:00 a.m. to 6:00 p.m.**

**Tuesdays, Thursdays, and Fridays  
7:30 a.m. to 3:30 p.m.**

For an appointment contact Shelley Barto, Financial Aid Specialist at 440-357-7542 ext. 8326 or email at [sbarto@auburncc.org](mailto:sbarto@auburncc.org)

## **Snow Days**

The Adult Workforce Education Division of Auburn Career Center adheres to a school calendar for scheduled holidays. The calendar may be accessed at the school website or by asking for a copy from the Adult Workforce Education Office. Unscheduled school closings will be announced over television stations or online. Our school closing announcements will be listed as Auburn Career Center Adult Workforce Education. Unscheduled class cancellations occur mainly during the winter months. Adult Workforce Education classes do NOT necessarily follow the high school protocols. Students should use their discretion to determine if weather conditions preclude attending class. Students who choose not to attend when Auburn remains open will be counted absent.

## **Attendance Policy**

Students are reminded they are required to maintain at least 90% attendance in order to obtain certification for their class. If the program is modularized, students are required to maintain 90% attendance in each module to obtain a certificate in each module. Specific classes may have a 95% attendance policy. If unsure, please refer to your student handbook or course syllabus.



## **Instructor Evaluations**

The Adult Workforce Education staff is currently conducting evaluations of the adult program instructors. You may see someone coming and going from your classroom. Don't be alarmed or concerned, this is a normal procedure for this time of the year. We will do our best not to distract the learning process taking place in the classroom, please excuse our presence.

Thank You!  
THANK YOU!

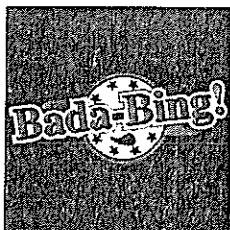
## STUDENT APPRECIATION EVENING!

Date: Thursday, March 17, 2016

Location: Commons Area of Main Building

Time: 5:00p.m. to 6:30p.m.

Adult students are invited to attend our first ever student appreciation evening. As a Thank You for your hard work and commitment to your studies at Auburn Career Center, join us and enjoy some refreshments and fellowship of other staff and students.



Thank you to Bada-Bing! Pizza in Chesterland for helping to make this event possible.



**ACC Adult Workforce Education Newsletter**

8140 Auburn Road  
 Concord Township, OH 44077  
 440-357-7542  
 www.auburncc.org



**Important Dates**

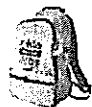
- Classes resume on April 4th.
- Auburn Career Center will be closed May 30th in observance of Memorial Day.
- Auburn Career Center will be closed on July 4th in observance of Independence Day.

**OhioMeansJobs.com**

**The jobs website that's making Ohio stronger**

Effective January 1, 2016, it became policy in Ohio Revised Code as approved by the Ohio Department of Higher Education for each participant in an Ohio technical center funded training or education program to create an account with OhioMeansJobs at the time of enrollment in a program. The OhioMeansJobs website provides a wealth of services to assist with exploring and getting established into a career; so try not to forget that username and password once you leave the registrar's office! Whether you're a student, an adult, a military veteran or an employer looking to hire, the newly expanded OhioMeansJobs.com can help!

The information below is just a sampling of some of the key services that are available at you fingertips.



**BACKPACK**

OhioMeansJobs.com offers a virtual "backpack," where you can store all your career-related documents, including a resume, transcripts, certificates, cover letters, job search results, assessments and career plan.



**EMPLOYMENT PROGRAMS**

Learn about programs that might cover the cost of training and education.



**OCCUPATION SEARCH**

Use this tool to find careers that interest you and schools that offer training in those areas.



**CAREER PROFILE**

Want to know which jobs best match your interests? Look for this icon to take a brief survey and find out..



**VETERANS**

Veterans can click on this icon to find military-friendly employers, use the military skills translator, post their resumes and search for jobs.

Continued on pg. 2

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## Ohio Means Jobs

### The jobs website that's making Ohio Stronger (continued from page 1)

#### IN-DEMAND CAREERS



The "thumbs up" icon means the job is in-demand, offers good pay and has a promising future.



#### BUDGET CALCULATOR

Estimate your expenses and decided what salary you'll need to live comfortably.



#### CAREER PLANNING

Learn more about occupations that interest you, including what they pay and what skills and training are required.

Additional tools that may be helpful to you include:

- **Job Search Agent:** Save your job search to receive daily emails of any new jobs posted that match your search
- **Job Search Record:** Save jobs to your account and apply from OhioMeansJobs.com to keep track of your job search efforts.
- **Resume Builder/Rater:** Create a resume and rate it to see how to improve it with online help.
- **Document Upload:** Upload and save all your career-related documents, such as transcripts and certificates, so they're always available.
- **Calendar:** Plan and track your career and job-search goals.
- **Regional Articles:** Learn about the economy, job market and career fairs in your area.
- **Interview Help:** Get tips on how to improve your interview skills and land your dream job.
- **Scholarships:** Search for and save scholarships.



**Ohio**  
**MEANS**  
**Jobs**

## In Demand Careers in Ohio

Below are top in-demand careers in Ohio Based on the education level. Visit OhioMeansJobs.com to learn more about these and other in-demand careers.

### Less than a High School Diploma or Equivalent

Occupation Title	Median Annual
Construction Laborers	\$36,520
Excavating and Loading Machine and Dragline Operators	\$36,340
Helpers—Production Workers	\$25,060
Industrial Truck and Tractor Operators	\$31,120
Painters, Construction, Maintenance	\$36,010
Parts Salespersons	\$26,610

### High School Diploma or Equivalent

Occupation Title	Median Annual
Sales Representatives, Non-Technical and Non-Scientific Products	\$51,140
Heavy and Tractor-Trailer Truck Drivers	\$37,720
Customer Service Representatives	\$31,170
Team Assemblers	\$30,400
Medical Secretaries	\$29,730
Office Clerks	\$27,780

### Certificate or Some College

Occupation Title	Median Annual
Computer User Support Specialists	\$43,650
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$42,250
Licensed Practical and Licensed Vocational Nurses	\$40,120
Emergency Medical Technicians and Paramedics	\$27,700
Nursing Aides, Orderlies, and Attendants	\$23,740

\*Information obtained from Ohio Means Jobs. Additional data available for higher education levels on the website.



## UPCOMING WORKSHOP

### Interview Skills Practice Night

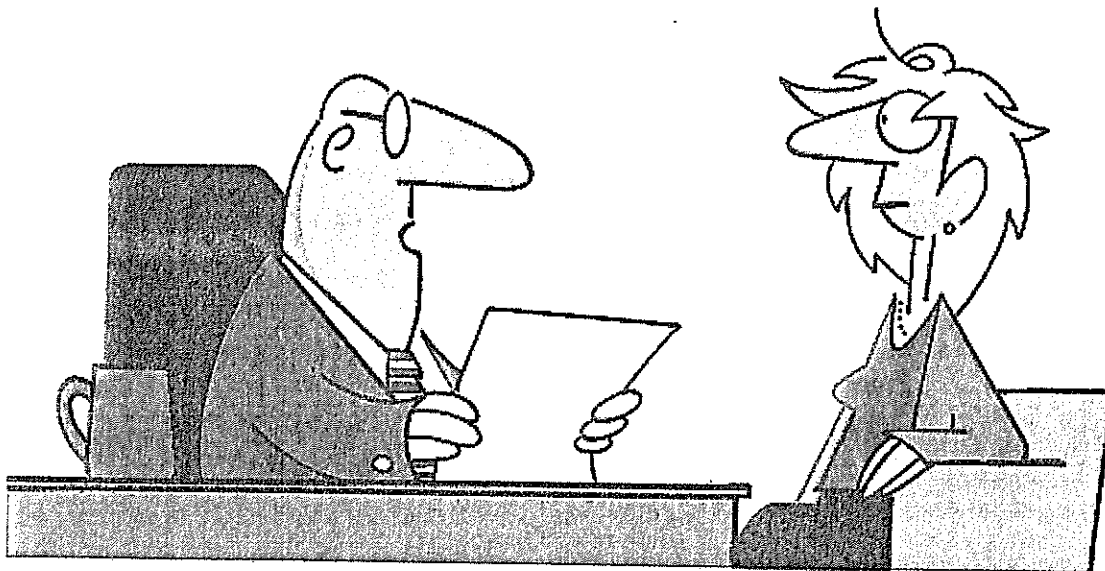
For Interested Adult Workforce Education Students

Date: Tuesday, April 19, 2016

Time: 6:00 p.m. to 7:30 p.m.

Location: Presentation Center

As you begin your search for a job in your newly trained career field, one of the most daunting hurdles can be the interview. What do you say? How do you prepare? A panel of specialists are going to be on hand to help guide you through the interview process and help polish your interviewing skills.



**“Any other people skills, besides 400 Facebook friends?”**

## Registering on Auburn's Online Job Board is as Easy as 1-2-3

### JOB HUNTING



Do you want access to a multitude of employers and up-to-date job postings? If you said "yes" then it's time to register for your FREE Auburn online job board account.

Auburn's job board is different than the large public job boards. Only current students and graduates of either our high school or adult workforce education programs have access. Since its introduction in 2011, our job board has grown to over 1,000 registered employers who are interested in hiring Auburn students. Most employers are local to Northeast Ohio and new jobs are posted daily. Students with accounts are able to upload resumes, apply for jobs and easily connect with employers

Registering for your account is as easy as 1-2-3. Follow these steps and sign up today!

1. Go to Auburn's homepage at [www.auburncc.org](http://www.auburncc.org). Click on the "Job Board" link located on the left hand side of the screen.
2. On the job board home page, click Student/Alumni and fill out the registration form.
3. Once the registration is submitted, you will receive two emails. First will be an email to confirm your registration. Second will be an email to create a password and login to your account.

This is the time of year that employers start to increase their postings of job opportunities on our online job board. There are currently 62 open positions posted on the board including:

- Seasonal Holden Arboretum jobs
- Remodeling assistant
- CNC
- Lawn Care
- Dietary Aide and cook
- Welders: full time; part time
- Cook
- Medical Assistant
- General Construction
- Installer Audio/Video
- LPN
- Hourly Care Giver
- Safety Forces 911 Communications Technician
- Warehouse
- Delivery Drivers
- Servers
- Maintenance Technicians
- Auto Mechanic
- HVAC Technician

For additional assistance with Auburn's Job Board, Contact Michelle Rodewald at 440-357-7542 ext. 8159 or email [mrodewald@auburncc.org](mailto:mrodewald@auburncc.org) to set up an appointment.

**WE'RE  
HIRING!**



## Announcements & Reminders

Thank you to all the students that participated in our Student Appreciation Night. It was a great success and we received lots of positive feedback!



### Attendance Policy

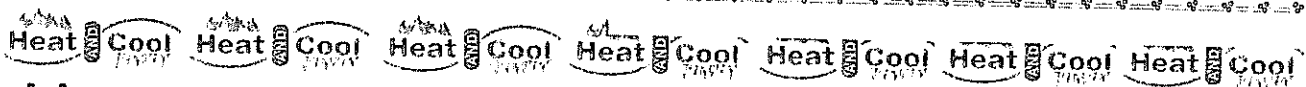
Students are reminded they are required to maintain at least 90% attendance in order to obtain certification for their class. If the program is modularized, students are required to maintain 90% attendance in each module to obtain a certificate in each module. Specific classes may have a 95% attendance policy. If unsure, please refer to your student handbook or course syllabus.

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For an appointment contact  
Shelley Barto, Financial Aid Specialist at  
440-357-7542 ext. 8326  
or email at  
sbarto@auburncc.org



## INSTRUCTOR SPOTLIGHT

*Tim Volpone, HVAC Instructor*

This month's Instructor Spotlight is Auburn's HVAC program instructor, Tim Volpone. Tim trained for the HVAC field at Westside Institute of Technology for Refrigeration & HVAC. Tim has worked in the HVAC business for the past 35 years and has been a program instructor at Auburn for the past 5 years. He is a current member of Air Conditioning Contractors of America (ACCA) and has held the title of President for two HVAC related organizations, Air Conditioning Contractors of Ohio (ACCO) and NEO Indoor Mechanical Specialists (NEOIMS). In 2005, Tim was the proud recipient of the Contractor of the Year award from ACCO. In addition to teaching at Auburn, Tim currently is the President and General Manager for Ziegler Heating Company in Ashtabula.

Outside of Tim's busy work day, he enjoys spending time with his wife Colleen whom he has been married to for 33 years. They have four children together and three grandchildren with a fourth one on the way. Auburn is very fortunate to have such a qualified and dedicated instructor on its staff and we look forward to many more years of Tim teaching the HVAC program in adult education.



**ACC Adult Workforce Education Newsletter**

8140 Auburn Road  
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 440-357-7542  
 www.auburncc.org



**Important Dates**

- Auburn Career Center Job Fair: Thursday, May 5th from 2:30 to 5:00 p.m. for adults.
- High School Orientation will be held May 12th from 6:30 to 8:00 p.m. Adult Workforce Education classes will be in session.
- Auburn Career Center will be closed May 30th in observance of Memorial Day.
- Auburn Career Center will be closed on July 4th in observance of Independence Day.

**Tips for Attending a Job Fair**

Adapted from About Careers 10/12/15

**Open to the public!**

**AUBURN CAREER CENTER**

**Job Fair**

**Thursday, May 5, 2016**  
**1:30pm – 5:00 pm**  
 1:30pm-2:30pm High School Students  
 3:00pm-5:00pm General Public and Adult Students

**HEALTHCARE, MANUFACTURING, INDUSTRIAL TRADES AND MORE!**

Auburn Career Center  
 8140 Auburn Road  
 Concord Township, OH 44077

<b>EMPLOYERS</b>	<b>JOB SEEKERS</b>
<ul style="list-style-type: none"> <li>• Free, reserve your table now, spaces going fast</li> <li>• Collect resumes, interview candidates, distribute job applications</li> <li>• Advertise your company</li> </ul>	<ul style="list-style-type: none"> <li>• Please bring resumes, portfolios</li> <li>• Professional dress is suggested</li> <li>• Get your career jump started, meet potential employers, and market your skills!</li> </ul>

If Interested Contact:

Michelle Roderwald 440-357-7542 [mroderwald@auburncc.org](mailto:mroderwald@auburncc.org) or Jim Brown 440-357-7542 [jbrown@auburncc.org](mailto:jbrown@auburncc.org)

Auburn Career Center is holding a Job Fair on Thursday, May 5th from 1:30 to 5:00 p.m. The general public and adult students will be able to attend from 2:30 to 5:00 p.m. These tips will help you prepare and maximize your opportunities at the job fair.

- 1. Dress for Success.** Attend the job fair dressed for success in professional interview attire, and carry a portfolio.
- 2. Practice a Pitch.** Practice a quick pitch summarizing your skills and experience so you are ready to promote yourself to prospective employers.
- 3. Bring Supplies.** Bring extra copies of your resume, pens, a notepad, and business cards

with your name, email address, and cell phone number. You may even want to consider bringing “mini resume” cards as an efficient way to sum up your candidacy.

**4. Check Out Companies.** Many job fairs and career expos have information on participating companies on their website. Be prepared to talk to hiring managers by checking out the company’s websites, mission, open positions, and general information before you go. The more knowledgeable you are about the company, the more you will stand out from the crowd.

**5. Arrive Early.** Keep in mind that lines can be long, so arrive early—before the fair officially opens.

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## Job Fair Tips continued from page 1

6. **Attend a Workshop.** If the job fair has workshops or seminars, attend them. In addition to getting job search advice, you will have more opportunities to network.
7. **Network.** While you are waiting in line, talk to others. You never know who might be able to help with your job search. Along the same lines, remember to stay polite and professional. Even if you are discouraged with your job search, do not vent to other fair-goers about your situation or specific companies. Stay positive!
8. **Show Initiative.** Shake hands and introduce yourself to hiring managers when you reach the table. Demonstrate your interest in the company and their job opportunities.
9. **Be Enthusiastic.** Employer surveys identify one of the most important personal attributes candidates can bring to a new position is enthusiasm. This means that employers want to see you smile!
10. **Ask Questions.** Have some questions ready to ask when you meet with the hiring manager. The more you engage, the better impression you will make.
11. **Collect Business Cards.** Collect business cards so you will have the contact information for the people you have spoken with.
12. **Take Notes.** It is hard to keep track when you are meeting with multiple employers in a busy environment. Jot down notes on the back of the business cards you have collected or on your notepad so you have a reminder of who you spoke with as well as your conversation that took place.
13. **Say Thank You.** Take the time to send a brief follow up thank you note or email to the company representatives you met at the job fair. It is a good way to reiterate your interest in the company and to remind company representatives that you are a strong candidate.

## Employers Attending Auburn Career Center 2016 Job Fair

- Adecco
- Advanced Sleeve
- Air Force
- Alba Contractors Sales
- Ametco Mfg.
- Amotec Staffing
- ARC Drilling
- Avery Dennison
- Bright Eyed Moving
- C.M. Brown Nurse-ries, Inc.
- Chardon Healthcare
- Clover Electric
- Cometic Gasket
- Community Care Am-bulance
- Component Repair Technologies
- Conrad's
- Crossroads Hospice and Palliative Care
- Eclipse Co.
- Enginetics Aerospace
- Euclid City Schools
- Eugene's Auto Repair
- Express Employment Professionals
- Five Landis Corp—GITCO
- Geauga Metro Hous-ing Authority
- Graphic Packaging International Inc.
- Harbor Group Man-agement Co.
- Heartland of Mentor
- Hidden Valley Log Homes/Chapman Quality Contracting
- Interim Healthcare
- J & L Door, Inc.
- J. Patrick Audio Video Ltd.
- Jakprints
- Jergens
- Just in Time Staff-ing
- LaCava's Land-scape LLC
- Lake Truck Sales
- Lokring Technolo-gies, LLC
- Mar-Bal
- Marines
- Marous Brothers Construction
- Mattingly Bros. Inc.
- Minute Men Staff-ing Services
- MTech Company
- Navy
- Pickle Bills
- Pine Lake Trout Club
- Process Technology
- Rimeco Products, Inc.
- Speedway LLC
- Sports Clips
- Surge Staffing
- Swagelok
- Swedish Solution—Global Automotive
- The Reserves Network
- United States Warran-ty Company
- Universal Protection Service
- US Army
- Vecmar International
- Vector Technical
- ViaQuest, Inc.
- Vizmeg Landscape



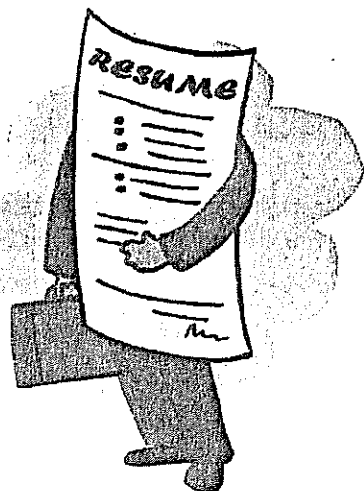
## Interviewing To Get That Job

Interviews are your chance to sell your skills and abilities. They also give you a chance to find out if the job and company are right for you. Follow the tips here to ace your interviews.

**Review common interview questions.** Practice answering them with someone else or in front of a mirror. Come prepared with stories that relate to the skills that the employers wants, while emphasizing your:

- Strengths
- Willingness to work and flexibility
- Leadership skills
- Ability and willingness to learn new things
- Contributions to the organizations in which you have worked or volunteered
- Creativity in solving problems and working with people

**Make a list of questions that you would like to ask during the interview.** Pick questions that will demonstrate your interest in the job and the company.



- What are the day-to-day responsibilities of this job?
- How will my responsibilities and performance be measured? By whom?
- Could you explain your organization structure?
- What computer equipment and software do you use?
- What is the organization's plan for the next five years?

**Be prepared.** Remember to bring important items to the interview:

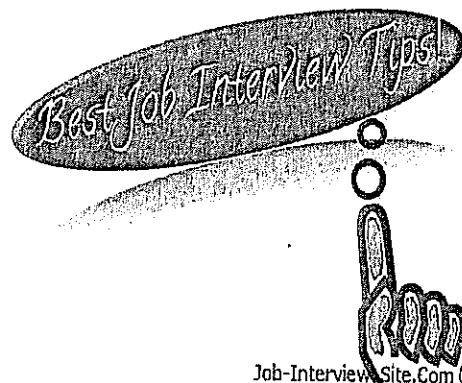
- Notebook and pens
- Extra copies of your resume and a list of references
- Copies of letter(s) or recommendation, licenses, transcripts, etc.
- Portfolio of work samples

**On the day of the interview, remember to:**

- Plan your schedule so you arrive 10 to 15 minutes early
- Go by yourself
- Look professional. Dress in a manner appropriate to the job
- Leave your MP3 player, coffee, soda, or backpack at home or in your car
- Turn off your cell phone
- Bring your sense of humor and SMILE!

**Display confidence during the interview,** but let the interviewer start the dialogue. Send a positive message with your body language.

- Shake hands firmly, but only if a hand is offered to you first
- Maintain eye contact
- Listen carefully. Welcome all questions, even the difficult ones, with a smile



Job-Interview Site.Com ©

- Give honest, direct answers
- Develop an answer in your head before you respond. If you don't understand a question, ask for it to be repeated or clarified.

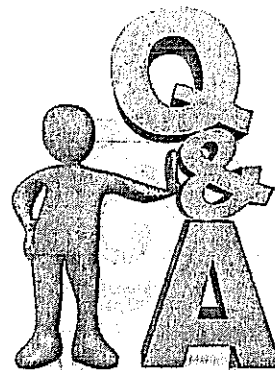
**End the interview with a good impression.** A positive end to the interview is another way to ensure your success.

- Be courteous and allow the interview to end on time
- Restate any strengths and experiences that you might not have emphasized earlier
- Mention a particular accomplishment or activity that fits the job
- If you want the job, say so!
- Find out if there will be additional interviews
- Ask when the employer plans to make a decision
- Indicate a time when you may contact the employer to learn of the decision

**\*\*Don't forget to send a thank-you note or letter after the interview\*\***

## Top 20 Job Interview Questions

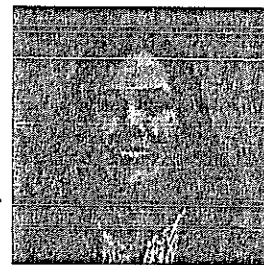
1. What were your responsibilities?
2. What did you like or dislike about your previous job?
3. What were your starting and final levels of compensations?
4. What major challenges and problems did you face? How did you handle them?
5. What is your greatest strength?
6. What is your greatest weakness?
7. How do you handle stress and pressure?
8. Describe a difficult work situation/project and how you overcame it.
9. What was the biggest accomplishment/failure in this position?
10. How do you evaluate success?
11. Why are you leaving or have left your job?
12. Why do you want this job?
13. Why should we hire you?
14. What are your goals for the future?
15. What are your salary requirements?
16. Tell me about yourself.
17. Who was your best boss and who was the worst?
18. What are you passionate about?
19. Questions about your supervisors and co-workers.
20. Questions about your career goals.



Taken from [jobsearch.about.com/interviewquestionsanswers/a/top-20-interview-questions.htm](http://jobsearch.about.com/interviewquestionsanswers/a/top-20-interview-questions.htm)



## Coordinator Spotlight



This month we are spotlighting Michelle Rodewald, Auburn Career Center's Business Partnership Coordinator. Michelle's role at Auburn is to link the business community to adult and high school students through internships, job placement, and advisory boards. Michelle is also responsible for putting together job seeking skills workshops and employment opportunities such as this month's Job Fair.

Although Michelle has only been in her current role for approximately four years, she has worked at Auburn Career Center since 2001 when she started here as a GED instructor. In 2005, Michelle moved on to teach computer courses for six years in adult education. She then worked for four years as an enrollment specialist for the high school. Michelle has recently attended Cleveland State University and earned a Master's Degree in Educational Administration.

If you are in need of any job placement assistance, an internship, or support with resume development and interviewing skills then contact Michelle and take advantage of the great service that she provides. Michelle can be reached by phone at 440-357-7542 ext. 8159 or by email at [mrodewald@auburncc.org](mailto:mrodewald@auburncc.org).

## Announcements & Reminders



### High School Orientation

High School Orientation for students and parents will be held on May 12th from 6:30 p.m. to 8:00 p.m. All Adult Workforce Education classes will be in session and held in their designated labs in order to accommodate the event.

### Attendance Policy

Students are reminded they are required to maintain at least 90% attendance in order to obtain certification for their class. If the program is modularized, students are required to maintain 90% attendance in each module to obtain a certificate in each module. Specific classes may have a 95% attendance policy. If unsure, please refer to your student handbook or course syllabus.



### Financial Aid Office Hours

Mondays and Wednesdays  
10:00 a.m. to 6:00 p.m.

Tuesdays, Thursdays, and Fridays  
7:30 a.m. to 3:30 p.m.

For an appointment, contact  
Shelley Barto, Financial Aid Specialist at  
440-357-7542 ext. 8326  
or email at  
[sbarto@auburncc.org](mailto:sbarto@auburncc.org)





## Announcements & Reminders

### Attendance Policy

Students are reminded they are required to maintain at least 90% attendance in order to obtain certification for their class. If the program is modularized, students are required to maintain 90% attendance in each module to obtain a certificate in each module. Specific classes may have a 95% attendance policy. If unsure, please refer to your student handbook or course syllabus.

### Financial Aid Office Hours

Monday—Friday  
7:30 a.m. to 3:30 p.m.

For an appointment, contact  
Shelley Barto, Financial Aid Specialist at  
440-357-7542 ext. 8326  
or email at  
sbarto@auburncc.org

### Alumni Services

One of the many benefits of being an Auburn Alumni is access to continued services after program completion. We encourage our alums to take advantage of our services to enhance career development and professional success.

- ◆ Resume assistance and job placement services are offered through the Business Partnership Department. For more information, contact Michelle Rodewald at 440-357-7542 or mrodewald@auburncc.org.
- ◆ Access to Auburn's online job board which receives new job postings daily and has over 1000 registered employers
- ◆ Stay connected to Auburn to receive updates on school initiatives and invitations to events such as open houses and the annual job fair.

### Hot Jobs

Check out the latest jobs  
posted on Auburn's  
online job board!

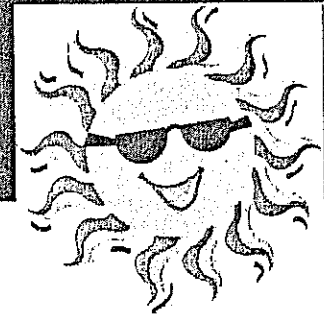
Maintenance Assistant  
Security Officer  
Accessory Technician  
Chemical Mixer  
Controller  
General Labor  
LPN/RN  
Production Employees  
Warehouse Labor  
Graphic Designer  
Cook/Prep  
Horticulture Technician





## ACC Adult Workforce Education Newsletter

8140 Auburn Road  
 Concord Township, OH 44077  
 440-357-7542  
 www.auburncc.org



### Important Dates

- Auburn Career Center will be closed on July 4th in observance of Independence Day.

### Exit Counseling for Federal Education Loans

Federal law requires students who have received subsidized, unsubsidized or PLUS loans under the Direct Loan Program to undergo "exit counseling" when the student has graduated, withdraws, or drops below half-time enrollment. Exit counseling is required even if a student plans to transfer to another school.

Exit counseling helps federal student loan borrowers understand how to repay their loans and reviews deferment and repayment plan options. Exit counseling also discusses borrower rights and responsibilities. Updated student contact information will also be collected at the end of the exit counseling session.

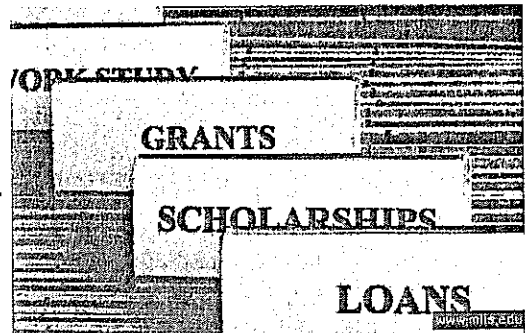
When completing the exit counseling session, you will need:

- Approximately 20-30 minutes to complete
- Your FSA ID
- Names, addresses, e-mail addresses and phone numbers for your next of kin, two references who live in the U.S. and your future employer

Exit counseling can be completed by logging in to StudentLoans.gov using your FSA ID. Select "Complete Counseling" on the left-hand navigation bar and then select "Exit Counseling" under "Choose Counseling Type."

When you log in, you will be able to see your federal student loan information available in the National Student Loan Data System (NSLDS). You will be able to notify schools of your counseling completion and view proof that counseling was finished.

If you are in need of assistance with completing your exit counseling, contact Auburn's Financial Aid Officer, Shelley Barto. Shelley is available Monday through Friday from 7:30 a.m. to 3:30 p.m. and can be contacted by calling (440) 357-7542 ext. 8326.



### Inside this Issue:

Important Dates	1
Exit Counseling for Federal Education Loans	1
Announcements and Reminders	2

## Marcy Trew

---

**From:** Laura Kamis  
**Sent:** Friday, June 17, 2016 5:58 PM  
**To:** Marcy Trew  
**Subject:** FW: U/Linc Curriculum  
**Attachments:** U\_Linc.pdf; 061516090317879\_ULINC\_Quotation.pdf; ULINC\_Curriculum\_Sample\_Lesson\_Plan.pdf; ULincImages.pdf

Thank you,

*Laura Kamis*  
Administrative Assistant  
8140 Auburn Road  
Concord Twp., OH 44077  
440.357.7542 ext. 8276  
440.358.8012 fax  
[www.auburncc.org](http://www.auburncc.org)



**From:** Goldstein, Landon M. [mailto:Landon\_Goldstein@lincolnelectric.com]  
**Sent:** Wednesday, June 15, 2016 1:20 PM  
**To:** kenandkathy@windstream.net  
**Cc:** Laura Kamis <lkamis@Auburncc.org>  
**Subject:** U/Linc Curriculum

Hi Ken,

Per our discussion yesterday I have attached a quote along with some source materials from the U/Linc curriculum. The program I have quoted for you is the Advanced, Level 3. The attached quote contains the cost of; 1 individual student license, 1 package (40 students & 1 Instructor), and 1 individual instructor license. This is the recommended course for community colleges and higher education. The curriculum currently contains lessons for nearly every weld you teach and more are being added. This covers everything from fundamentals of weld design up to the basics of robotic programming. U/Linc is a unique solution to teaching. It was designed for educators by educators, and that is why we are so confident in the program and the results to follow. If you have any questions or would care for more materials/information please let me know. Please do not hesitate to ask for my assistance, any way I can assist I would be happy to. I look forward to working with you.

Here is a link to the some of the weld videos. There are approximately 78 of these at the moment.

<http://www.ulineducation.com/ulinc-our-curriculum.php#videos>

Regards,

Landon Goldstein | Technical Sales Representative

The Lincoln Electric Company  
22801 St. Clair Avenue | Cleveland, OH 44117  
☎: 216.217.6482  
✉: [landon\\_goldstein@lincolnelectric.com](mailto:landon_goldstein@lincolnelectric.com)



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# TEACH YOUR TRADE.

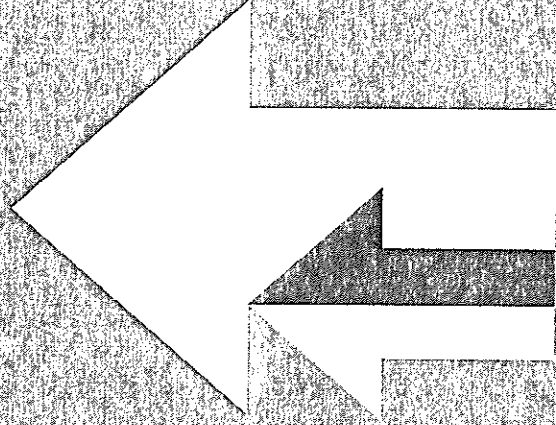
WE'LL DO THE REST.

**WALINC**  
INSTRUCTION ENGINEERED BY LINCOLN ELECTRIC™





**ENROLLMENT  
IN SKILLED  
TRADE  
PROGRAMS  
IS UP 70%.**



**IS YOUR WORKFORCE DEVELOPMENT  
CURRICULUM READY?**

**WALING**  
INSTRUMENTAL LEARNING PARTNERSHIP

# TEACHING WELDING MATTERS. NOW MORE THAN EVER.

Automation and advanced technologies, like robotics and plasma cutting make your trade—and the way you teach it—a new ball game. The world is changing. In a globally competitive landscape, the demand for skilled workers is far outpacing the supply.

---

**ALMOST TWENTY PERCENT OF SKILLED TRADE WORKERS ARE EXPECTED TO RETIRE IN THE U.S. IN THE NEXT TEN YEARS.**

The jobs are there. A new generation of students is waiting to be trained in the skilled trades. Is your workforce development curriculum ready?

# IT'S TIME FOR A NEW GENERATION OF WELDERS.

Baby boomers  
have dominated  
high-demand  
skilled trades for  
the last forty years.

In the U.S., the average  
welding operator is  
57 years old and close  
to retirement.

**IN THE NEXT DECADE, A SHORTAGE IN SKILLED  
TRADE WORKERS, INCLUDING WELDERS, WILL  
LEAVE 2 MILLION MANUFACTURING JOBS UNFILLED.**

Credit: Manufacturing Alliance for Productivity and Innovation

Manufacturing  
is 12% of the GDP  
and growing.

**82%**  
**OF MANUFACTURING EXECUTIVES SAY A GAP  
IN SKILLED TRADES WILL IMPACT THEIR  
ABILITY TO MEET CUSTOMER DEMAND.**



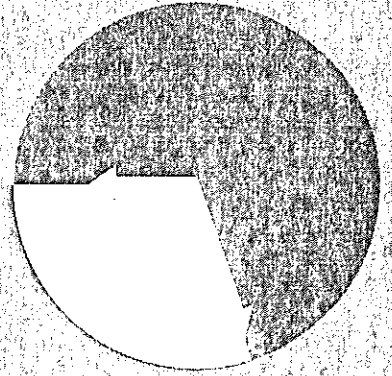
# **INTRODUCING U/LINC**

**TAKE THE GUESS WORK OUT OF LESSON PLANNING AND CURRICULUM DEVELOPMENT.**

---

U/LINC is a complete curriculum of lesson plans, videos, student handouts, tests, presentations and more designed to supercharge your teaching experience and free you from curriculum development.

**TURNING  
EXPERIENCED  
WELDERS INTO  
EDUCATORS  
OVERNIGHT.**



**WILSON**  
INSTRUCTION TECHNOLOGY AND SERVICES

# TEACHER BENEFITS

- ▶ More than 1,500 assets for a turnkey curriculum
- ▶ Comprehensive program with teaching aids, lesson plans and lab work

## NEVER WORRY ABOUT LESSON PLANS AGAIN.

- ▶ Easy-to-access, web-based program
- ▶ Ongoing updates for new techniques and emerging technologies

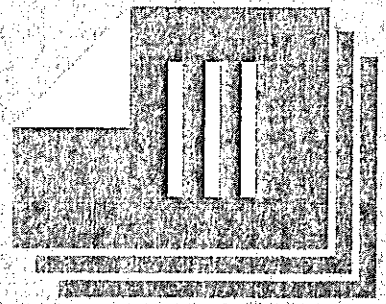
# STUDENT BENEFITS

- ▶ A mentorship student/instructor learning experience
- ▶ Every major welding process taught, including emerging skills

## GET THE BEST TRAINING IN THE INDUSTRY

- ▶ Tools and training to equip students for a changing industry
- ▶ Better educated instructors from a trusted brand

# IS YOUR WORKFORCE DEVELOPMENT CURRICULUM READY?



**VALING**  
INSTRUCTION DEVELOPED BY THE INDUSTRY



# **KNOW HOW. WE'VE TAUGHT MORE THAN 250,000 WELDERS OVER THE LAST CENTURY.**

Attract students and instructors with the best curriculum in the industry.

U/LINC is the only welding education program of its kind. Our curriculum system supports an ideal learning process for both students and instructors. Connecting theory, practice and knowledge in an accessible web-based package, U/LINC is backed by the Lincoln Electric legacy of excellence in welding, manufacturing and welding education.

# PROGRAM OVERVIEW

A ROBUST AND SEAMLESS TURKEY CLASSROOM EXPERIENCE WITH MORE THAN 1,500 ASSETS AND GROWING.

The curriculum includes:

- Welding Procedure Specifications (WPS) Instructor's Key
- Welding Procedure Specifications (WPS) Student Workbook
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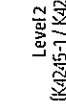
The screenshot shows a web-based assessment titled "GMAW Modes of Metal Transfer". The interface includes a navigation menu on the left with options like "Home", "About", "Contact", and "Welding". The main content area features a large heading "GMAW Modes of Metal Transfer" followed by a detailed text passage. To the right of the text is a photograph of a welder in full protective gear, including a helmet and gloves, working on a piece of metal. Below the text and image, there are several multiple-choice questions with radio button options. A "FOR SAFETY" section is visible at the bottom of the page, along with the website URL "www.lincolnelectric.com/safety".



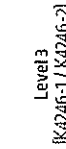
PROGRAM CONTENTS (by level)



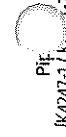
Level 1  
(K4244-1 / K4244-2)



Level 2  
(K4245-1 / K4245-2)



Level 3  
(K4246-1 / K4246-2)



PIF  
(K4247-1 / K4247-2)

CLASSROOM	Included	Level 1 (K4244-1 / K4244-2)	Level 2 (K4245-1 / K4245-2)	Level 3 (K4246-1 / K4246-2)	PIF (K4247-1 / K4247-2)
Safety	•	•	•	•	•
Principles of Welding - Introductory		•	•	•	•
GMAW - Gas Metal Arc Welding - Introductory		•	•	•	•
SMAW - Shielded Metal Arc Welding - Introductory		•	•	•	•
Thermal Cutting		•	•	•	•
Fabrication - Introductory		•	•	•	•
Mathematics in Welding		•	•	•	•
Careers		•	•	•	•
FCAW - Flux-Cored Arc Welding - Intermediate			•	•	•
GTAW - Gas Tungsten Arc Welding			•	•	•
Robotics - Intermediate			•	•	•
CNC Plasma Cutting - Intermediate			•	•	•
Manufacturing and Engineering			•	•	•
Fabrication - Intermediate			•	•	•
Principles of Welding - Advanced				•	•
GMAW Aluminum Welding				•	•
GMAW Stainless Welding				•	•
GMAW Pipe Welding				•	•
SMAW Pipe Welding				•	•
FCAW Pipe Welding				•	•
Robotics - Advanced				•	•
CNC Plasma Cutting - Advanced				•	•
LAB					
SMAW Stringer, 2F, 3F		•	•		
SMAW 1G, 2G, 3G			•		
GMAW Pulse 2F, 3F, Short Arc 4F 1G, 1G, 2G, 3G			•		
GMAW Aluminum 2F, 3F, 1G, 2G, 3G			•		
GMAW Stainless Steel 2F, 3F			•		
GTAW 2F, 3F on all materials, pulse and non-pulse			•		
FCAW-G, FCAW-S Flat 2F, 3F, 1G, 2G, 3G			•		
SMAW - 4F, 4G				•	
GMAW Pulse 3F, 0.35 in. Wire Dia., Pulse 4F, Pulse 4G				•	
GMAW Stainless Steel 1G, 3G				•	
GTAW 4F, 1G, 2G, 3G, 4G on all materials, pulse and non-pulse				•	
FCAW-G, FCAW-S 4F, 4G				•	
Pipe API, ASME1G, 2G, 5G, 6G				•	

**ORDER INFORMATION**

Product Name	Product Number	Minimum Software Requirements
<b>WJLIVE CURRICULUM LEARNING MANAGEMENT SYSTEM</b>		
Level 1 Curriculum - Introduction (Individual license)	K4244-1	Microsoft® Explorer* 10 web browser or higher or similar from other browser suppliers. Adobe® Flash* 10.0 or higher is recommended.
Level 1 Curriculum - Introduction (Multiple licenses)	K4244-2	
Level 2 Curriculum - Intermediate/High School (Individual license)	K4245-1	
Level 2 Curriculum - Intermediate/High School (Multiple licenses)	K4245-2	
Level 3 Curriculum - Advanced/Community College (Individual license)	K4246-1	
Level 3 Curriculum - Advanced/Community College (Multiple licenses)	K4246-2	
Pipe Welding Curriculum (Individual license)	K4247-1	
Pipe Welding Curriculum (Multiple licenses)	K4247-2	

Contact your local Lincoln Electric representative for price quotation.

**CUSTOMER ASSISTANCE POLICY**

The business of The Lincoln Electric Company is manufacturing and selling high quality welding equipment, consumables, and cutting equipment. Our Challenge is to meet the needs of our customers and to exceed their expectations. On occasion, purchasers may ask Lincoln Electric for information or advice about their use of our products. Our employees respond to inquiries to the best of their ability based on information provided to them by the customer and the knowledge they may have concerning the application. Our employees, however, are not in a position to verify the information provided or to evaluate the engineering requirements for the particular equipment. Accordingly, Lincoln Electric does not warrant or guarantee or assume any liability with respect to such information or advice. Moreover, the provision of such information or advice does not constitute, expand, or alter any warranty on our products. Any express or implied warranty that might arise from the information or advice, including any implied warranty of merchantability or any warranty of fitness for any customer's particular purpose is specifically disclaimed. Lincoln Electric is a responsive manufacturer, but the selection and use of specific products sold by Lincoln Electric is solely within the control of, and remains the sole responsibility of the customer. Many variables beyond the control of Lincoln Electric affect the results obtained in applying these types of fabrication methods and service requirements.

Subject to change - This information is accurate to the best of our knowledge at the time of printing. Please refer to [www.lincolnelectric.com](http://www.lincolnelectric.com) for any updated information.

The Lincoln Electric Company  
 22801 St. Clair Avenue · Cleveland, OH · 44117-1199 · U.S.A.  
[www.lincolnelectric.com](http://www.lincolnelectric.com)





The Lincoln Electric Company 22801 St. Claire Avenue - Cleveland, Ohio - U.S.A - Tel: +1(216)481-8100 - Fax: +1(563)383-8025

## Quotation

Customer  
AUBURN CAREER CENTER  
Attn: Landon Goldstein  
8140 AUBURN RD  
CONCORD TOWNSHIP, OH

Quote Date 6/15/2016  
Customer Number 0000050385

Qty	Part Number	Description	Unit Price	Total Price	Extended Price
1	K4246-1	Advanced Level 3 - Individual Student License	212.79	159.99	159.99
1	K4246-2	Advanced Level 3 - Welding Program Package (40 Student Licenses and 1 Instructor License)	6,648.67	4,999.00	4,999.00
1	K4246-4	Advanced Level 3 - Additional Instructor License	681.00	480.34	480.34
				Quote Total	5,639.33 USD

**U/LINC**  
INSTRUCTION ENGINEERED BY LINCOLN ELECTRIC

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**CLASSROOM STUDENT REFERENCE MATERIAL:  
GMAW Modes of Metal Transfer**

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# GMAW Modes of Metal Transfer

## Objectives:

1. Describe the three basic forms of metal transfer used in GMAW

## Terms:

**Defect:** Discontinuity or discontinuities that by nature or accumulated effect (for example, total crack length) render a part or product unable to meet minimum applicable acceptance standards or specifications. This term designates rejectability. See also **discontinuity**.

**Discontinuity:** An interruption of the typical structure of a weldment, such as a lack of homogeneity in the mechanical, metallurgical or physical characteristics of the material or weldment. A discontinuity is not necessarily a defect. See also **defect**.

**Globular Transfer:** A type of metal transfer in which the electrode produces a large ball of metal when it touches the workpiece. This deposits large amounts of metal into the weld puddle.

**Short Circuit Metal Transfer:** A type of metal transfer that occurs when the wire electrode touches the workpiece and produces a short circuit and high current. The high current level causes a violent transfer of metal, which creates the weld.

**Spray Transfer:** Metal transfer in which molten metal from a consumable electrode is propelled axially across the arc in small droplets.

## Introduction

Having an understanding of the modes of metal transfer characteristics is essential for welding and fabrication. The modes of metal transfer have both advantages and limitations. Choosing the right process for the material to be welded will lead to faster weld times and fewer discontinuities and distortion—thus a more efficiently run fabrication shop. When mistakes are made, it costs the company time and money in rework and repairs. If the mistakes are not caught prior to the part being put into service, it could lead to future weld failure causing possible injury or, in extreme cases, death. Most employers strive to keep their shop running efficiently by employing highly skilled welders to help eliminate any rework or repairs. Welding operators with a strong welding skill set and an understanding as to why a particular mode of transfer is most effective for efficiency and quality will always be in high demand.

## Short-Circuit Metal Transfer

Short-circuiting metal transfer, known by the acronym GMAW-S, is a mode of metal transfer whereby a continuously fed solid or metal cored wire electrode is deposited during repeated electrical short-circuits.

The short-circuiting metal transfer mode is the low heat input mode of metal transfer for GMAW. All of the metal transfer occurs when the electrode is electrically shorted (in physical contact) with the base material or molten puddle. Central to the successful operation of short-circuiting transfer are the diameter of electrode, the shielding gas type and the welding procedure employed. This mode of metal transfer typically supports the use of 0.025 in. - 0.045 in. (0.6 - 1.1 mm) diameter electrodes shielded with either 100% CO<sub>2</sub> or a mixture of 75-80% argon, plus 25-20% CO<sub>2</sub>. The low heat input attribute makes it ideal for sheet metal thickness materials. The useable base material thickness range for short-circuiting transfer is typically considered to be 0.024 in. – 0.20 in. (0.6 – 5.0 mm) material. Other names commonly applied to short-circuiting transfer include short arc microwire welding, fine wire welding, and dip transfer.

## Advantages of Short-Circuiting Transfer

- All-position capability, including flat, horizontal, vertical-up, vertical-down and overhead.
- Handles poor fit-up extremely well, and is capable of root pass work on pipe applications.
- Lower heat input reduces weldment distortion.
- Higher operator appeal and ease of use.
- Higher electrode efficiencies, 93% or more.



### Limitations of Short-Circuiting Transfer

- Restricted to sheet metal thickness range and open roots of groove joints on heavier sections of base material.
- Poor welding procedure control can result in incomplete fusion. Cold lap and cold shut are additional terms that serve to describe incomplete fusion defects.
- Poor procedure control can result in excessive spatter and will increase weldment cleanup cost.
- To prevent the loss of shielding gas to the wind, welding outdoors may require the use of a windscreen(s) to prevent the loss of gas to the wind.

### Description of Short-Circuiting Transfer

The transfer of a single molten droplet of electrode occurs during the shorting phase of the transfer cycle (Fig. 1). Physical contact of the electrode occurs with the molten weld pool, and the number of short-circuiting events can occur up to 200 times per second. The current delivered by the welding power supply rises, and the rise in current accompanies an increase in the magnetic force applied to the end of the electrode. The electromagnetic field, which surrounds the electrode, provides the force, which squeezes (more commonly known as "pinch") the molten droplet from the end of the electrode.

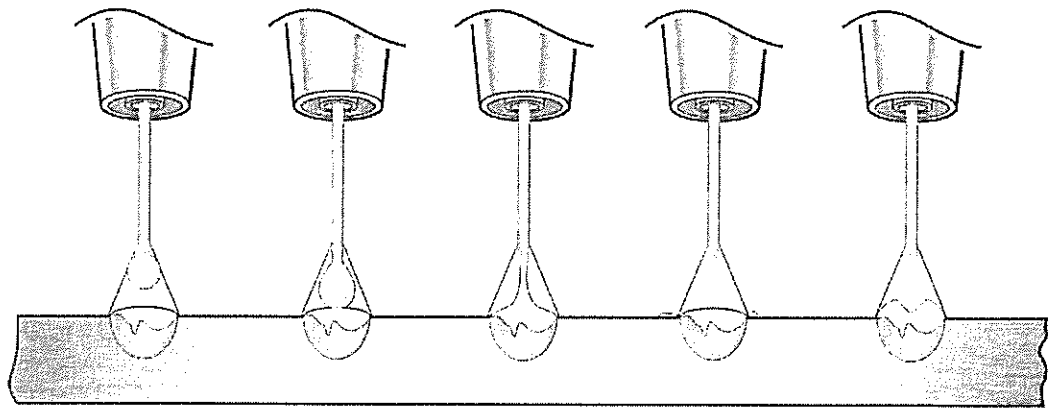


Figure 1. Short Circuit Metal Transfer

Because of the low-heat input associated with short-circuiting transfer, it is more commonly applied to sheet metal thickness material. However, it has frequently found use for welding the root pass in thicker sections of material in open groove joints. The short-circuiting mode lends itself to root pass applications on heavier plate groove welds or pipe.

## Globular Transfer

Globular metal transfer is a GMAW mode of metal transfer whereby a continuously fed solid or metal cored wire electrode is deposited in a combination of short-circuits and gravity-assisted large drops. The larger droplets are irregularly shaped.

During the use of all metal cored or solid wire electrodes for GMAW, there is a transition where short-circuiting transfer ends and globular transfer begins (Typically at 125 amps [A]). Globular transfer characteristically gives the appearance of large irregularly shaped molten droplets that are larger than the diameter of the electrode (Fig. 2). The irregularly shaped molten droplets do not follow an axial detachment from the electrode; instead they can fall out of the path of the weld or move towards the contact tip. Cathode jet forces, which move upwards from the workpiece, are responsible for the irregular shape and the upward spinning motion of the molten droplets.

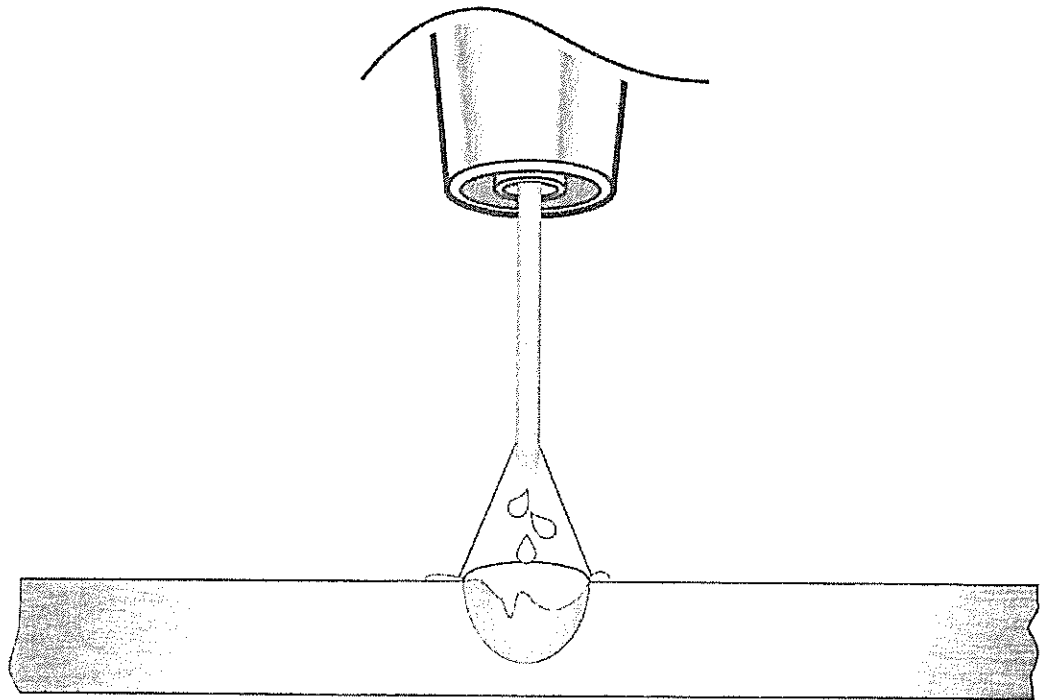


Figure 2. Globular Metal Transfer

The process at this current level is difficult to control, and spatter is severe. Gravity is instrumental in the transfer of the large molten droplets, with occasional short-circuits.

During the 1960s and 1970s, globular transfer was a popular mode of metal transfer for high production sheet metal fabrication. The transfer mode is associated with the use of 100% CO<sub>2</sub> shielding, but it has also seen heavy use with argon/CO<sub>2</sub> blends. For general fabrication on carbon steel, it provides a mode of transfer just below the transition to axial spray transfer, which has lent itself to higher speed welding.

The use of globular transfer in high production settings is being replaced with advanced forms of GMAW. The change is being made to GMAW-P, which results in lower fume levels, lower or absent spatter levels, and elimination of incomplete fusion defects.

#### Advantages of Globular Transfer

- Uses inexpensive CO<sub>2</sub> shielding gas but is frequently used with argon/CO<sub>2</sub> blends.
- Capable of making welds at very high travel speeds.
- Inexpensive solid or metal cored electrodes.
- Welding equipment is inexpensive.

#### Limitations of Globular Transfer:

- Higher spatter levels result in costly cleanup.
- Reduced operator appeal.
- Prone to cold lap or cold shut incomplete fusion defects, which result in costly repairs.
- Weld bead shape is convex and welds exhibit poor wetting at the toes.
- High spatter level reduces electrode efficiency to a range of 87 – 93%.

#### Axial Spray Transfer

Axial spray metal transfer is the higher energy mode of metal transfer whereby a continuously fed solid or metal cored wire electrode is deposited at a higher energy level, resulting in a stream of small molten droplets. The droplets are propelled axially across the arc.

To achieve axial spray transfer, binary blends containing argon + 1-5 % oxygen or argon + CO<sub>2</sub>, where the CO<sub>2</sub> levels are 18% or less. Axial spray transfer is supported by either the use of solid wire or metal cored electrodes. Axial spray transfer may be used with all of the common alloys including aluminum, magnesium, carbon steel, stainless steel, nickel alloys, and copper alloys.

For most of the diameters of filler metal alloys, the change to axial spray transfer takes place at the globular to spray transition current. A stream of fine metal droplets that travels axially from the end of the electrode characterizes the axial spray mode of metal transfer. The high puddle fluidity restricts its use to the horizontal and flat welding positions.

For carbon steel, axial spray transfer is applied to heavier section thickness material for fillets and for use in groove-type weld joints. The use of argon shielding gas compositions of 95%, with a balance of oxygen, creates a deep finger-like penetration profile, while shielding gas mixes that contain more than 10% CO<sub>2</sub> reduce the finger-like penetration profile and provide a more rounded type of penetration.

The selection of axial spray metal transfer is dependent upon the thickness of base material and the ability to position the weld joint into the horizontal or flat welding positions. Finished weld bead appearance is excellent, and operator appeal is very high. Axial spray transfer provides its best results when the weld joint is free of oil, dirt, rust, and mill scale.

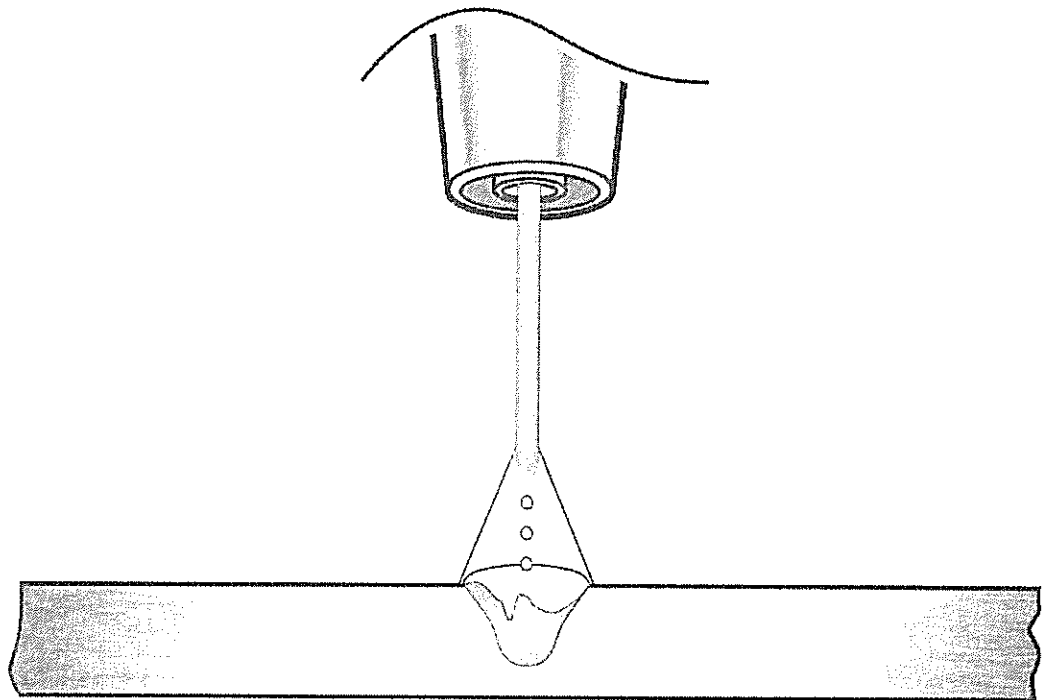


Figure 3 Axial Spray Transfer

#### Advantages of Axial Spray Transfer

- High deposition rates.
- High electrode efficiency of 98% or more.
- Employs a wide range of filler metal types in an equally wide range of electrode diameters.
- Excellent weld bead appearance.
- High operator appeal and ease of use.
- Requires little post weld cleanup.
- Absence of weld spatter.
- Excellent weld fusion.
- Lends itself to semiautomatic, robotic, and hard automation applications.



### Limitations of Axial Spray Transfer

- Restricted to the flat and horizontal welding positions.
- Welding fume generation is higher.
- The higher-radiated heat and the generation of a very bright arc require extra welder and bystander protection.
- The use of axial spray transfer outdoors requires the use of a windscreen(s).
- The shielding used to support axial spray transfer costs more than 100% CO<sub>2</sub>.

The welding industry is all about production, deposition rates, electrode efficiency, and bottom line. Employers want their product manufactured as fast as possible with good penetration, appearance, and no discontinuities. A lack of understanding on part of the welding operator or weld engineer could lead to major repairs, discontinuities, and defects. Having highly skilled employees with an understanding on the relationship between amperage, voltage, WFS, and CTWD with in the different modes of metal transfer is vital to producing quality welds.

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**CLASSROOM LESSON PLAN:**  
**GMAW Modes of Metal Transfer**

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# GMAW Modes of Metal Transfer

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Course: GMAW

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## Objective(s):

1. Differentiate between the three basic forms of metal transfer used in GMAW
- 

## Resources:

### Handouts

- HO1: Know Your Role
- HO2: Know Your Role Answers
- AQ: GMAW Modes of Metal Transfer Assessment

### Welding Lab Materials

- VRTEX®

### Reference Materials

- LP1: GMAW Modes of Metal Transfer Lesson Plan
  - PPT1: GMAW Modes of Metal Transfer
  - SR1: GMAW Modes of Metal Transfer Student Reference
- 

## Terms:

**Defect:** A discontinuity or discontinuities that by nature or accumulated effect (for example, total crack length) render a part or product unable to meet minimum applicable acceptance standards or specifications. This term designates rejectability. See also discontinuity and flaw.

**Discontinuity:** An interruption of the typical structure of a weldment, such as a lack of homogeneity in the mechanical, metallurgical or physical characteristics of the material or weldment. A discontinuity is not necessarily a defect. See also defect and flaw.

**Globular Transfer:** A type of metal transfer in which the electrode produces a large ball of metal when it touches the workpiece. This deposits large amounts of metal into the weld puddle.

**Short Circuit Metal Transfer:** A type of metal transfer that occurs when the wire electrode touches the workpiece and produces a short circuit and high current. The high current level causes a violent transfer of metal, which creates the weld.

**Spray Transfer:** Metal transfer in which molten metal from a consumable electrode is propelled axially across the arc in small droplets.

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## Situation:

Before this lesson, students should have completed the Principles of Welding and Safety modules.

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### Interest Approach (Motivation):

GMAW is widely used in the welding industry due to the high production rate it produces. The modes of transfer help control the heat input while maintaining the same high production high deposition rate. Your knowledge of these modes of transfer will be vital as you begin your career in the welding industry. You might start your first job welding on a particular type of material in a given welding position for a period of time; however, you never know where you will end up. Understanding the welding processes and how the arc transfers the filler material to the base metal will be extremely important. Welding is all about controlling the arc, heat input, and distortion by identifying the best mode of transfer and shielding gas. With technology changes comes a need for smarter welder/operators.

For example: If a piece of equipment is being manufactured and the customer would like to reduce the amount of passes and have the weld bead appear flat and smooth. The company has a positioner that can rotate the part. Using your knowledge of the modes of transfer, you suggest using GMAW-P for the following reasons:

#### Advantages:

1. GMAW-P can be used in out of position welding.
2. Eliminates incomplete fusion defects.
3. Reduces fume levels.
4. Reduces spatter.
5. Capable of travel speeds greater than 50 IPM.
6. Reduces level of heat induced distortion.
7. Handles poor fit up.
8. Saves time.
9. Eliminates the need for a weld positioner.

#### Limitations:

1. Welders will have to be qualified/certified in all positions in GMAW-P.
2. New, more expensive welder or module might need to be purchased for GMAW pulsed transfer.
3. Blend of gas is more expensive to operate.



Use the VRTEX to demonstrate the two modes of metal transfer that will be discussed in the class today.

**Instructional  
Directions / Materials**

**Content Outline, Instructional Procedures  
and/or Key Questions**

Recommend student-inquiry method of instruction, including guided discussion, readings, and demonstration-performance.

Use examples, real examples of welds, projects, tools, supplies.

Keep it simple. The best instructors are able to clearly describe processes using basic terms, simple explanations and lots of applied examples.

Begin every lesson with a short review of previous learning—daily reviews strengthen previous learning and lead to fluent recall.



PPT1: Modes of Metal Transfer  
Show slide #2: Review.



PPT1: Modes of Metal Transfer  
Show slide #3.



PPT1: Modes of Metal Transfer  
Show slide #4.

Review materials from previous lesson.

Use the lines below to record your previous material to review.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Objectives:

1. Differentiate between the three basic forms of metal transfer used in GMAW

What are the five variables associated with GMAW that will be associated with modes of metal transfer?

- Voltage
- Amperage
- Wire feed speed
- CTWD
- Shielding gas

All of these variables are linked together to affect quality and performance of the GMAW weld.





Distribute HO1: Know Your Role. Have students fill in the blanks while the instructor discusses the material. (HO2: Know Your Role Answers may be used by the teacher to check responses or may be used for students who need more scaffolding.)



PPT1: Modes of Metal Transfer  
Show slide #5.



Use the VRTEX to demonstrate this mode of metal transfer.



PPT1: Modes of Metal Transfer  
Show slide #6. Discuss with the students the advantages and limitations of the short circuit transfer mode.



Teacher Tip: The short circuit transfer mode is the foundation of many advanced GMAW processes.

Short circuit transfer is used to weld exhausts on cars.

Short circuit transfer is great for welding thin material.

### Short Circuit Transfer

- Transfer of a single molten droplet of electrode
- Occurs up to 200 times per second
- The electromagnetic field that surrounds the electrode provides force that squeezes the molten droplet from the end of the electrode (pinch effect).
- Low heat input commonly applied to sheet metal thickness material
- Solid wire electrodes for short circuit transfer range from .020 to .045 diameter wire.

### Advantages:

- All-position capability
- Lower heat input
- Higher operator appeal
- Higher electrode efficiencies
- Capability to perform root pass work on pipe
- Handles poor fit-up extremely well

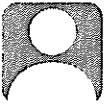
### Limitations:

- Restricted to sheet metal thickness range and open roots of grooves on heavier sections of base material.
- Poor welding procedure control can result in incomplete fusion.
- Welding outdoors may require windscreens.
- Poor procedure control can result in excessive spatter, and will increase weldment cleanup costs.

## Instructional Directions / Materials



PPT1: Modes of Metal Transfer  
Show slide #7 and discuss the globular transfer mode.



Teacher Tip: The use of globular transfer is being replaced by advanced forms of GMAW. The GMAW-P mode of transfer is being used due to its lower fume levels, lower spatter levels, and elimination of incomplete fusion defects.



PPT1: Modes of Metal Transfer  
Show slide #8 and discuss the advantages and limitations of the globular transfer mode.

## Content Outline, Instructional Procedures and/or Key Questions

### Globular Transfer Mode:

- A continuously fed solid or metal cored wire electrode is deposited in a combination of short circuits and gravity-assisted large droplets
- Was popular mode of metal transfer for high production sheet metal fabrication during the 1960s and 1970s
- Associated with the use of 100% CO<sub>2</sub> shielding
- For general fabrication on carbon steel, it provides a mode of transfer just below the axial spray mode with Argon/CO<sub>2</sub> blends.
- Higher speed welding

### Advantages:

- Uses inexpensive CO<sub>2</sub> shielding gas, but frequently used with argon/CO<sub>2</sub>
- Capable of making welds at very high speeds
- Uses inexpensive solid or metal cored electrodes
- Uses inexpensive welding equipment

### Limitations:

- Higher spatter levels result in costly clean up
- Cold lap or cold shut incomplete fusion defects may result in costly repairs
- Weld bead shape is convex, and weld exhibits poor wetting at the toes
- Higher spatter levels reduces the electrode efficiency to a range of 87-93%
- Reduced operator appeal

Instructional  
Directions / Materials

Content Outline, Instructional Procedures  
and/or Key Questions



PPT1: Modes of Metal Transfer  
Show slide #9 and discuss the  
axial spray transfer mode.



PPT1: Modes of Metal Transfer  
Show slide #10 and discuss  
advantages and limitations.



Supplemental Resources  
(Taking It Further)



Application/Activity:

Closure / Summary:

**Axial Spray Transfer Mode**

- A higher energy mode of metal transfer
- A continuously fed solid or metal cored wire electrode is deposited at a higher energy level resulting in a stream of small molten droplets

**Advantages:**

- High deposition rates
- High electrode efficiency
- Excellent bead appearance
- Little post weld clean up
- Excellent weld fusion

**Limitations:**

- Flat and horizontal positions only
- High radiated heat

**Research:**

- Why does 100% CO<sub>2</sub> work in the short circuit transfer mode and not with axial spray or pulsed transfer modes?
- What shielding gas characteristics need to be in place in order to achieve axial spray and pulsed transfer?

**Mode of Transfer Lab:**

- Students will weld using the different modes of transfer in order to understand the different arc characteristics associated with each mode.
- Students will record their data on a lab sheet that can be collected for a grade.

Knowing the characteristics of the different modes of metal transfer will be important as you begin to fabricate and build parts, machinery and equipment. Employers not only need welders, they need highly skilled welders who know how the different materials will react to the modes of transfer.

**Instructional  
Directions / Materials**

**Content Outline, Instructional Procedures  
and/or Key Questions**



Evaluation/Assessment:

Hand out AQ1 and read over the directions with the students.

**Assessment Key**

1. A
2. B
3. C
4. B
5. D
6. B
7. A
8. B

---

# STUDENT ASSESSMENT

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# GMAW Modes of Metal Transfer Assessment



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Circle the letter of the most correct answer.

- Which mode of transfer would be best for an application when where finished appearance is important?
  - Short circuit
  - Globular
  - Axial spray
  - None of the above
- Globular transfer should be used when cost is a large factor.
  - True
  - False
- Which mode of metal transfer is considered to have the highest operator appeal?
  - Short circuit
  - Globular
  - Axial spray
  - None of the above
- Globular mode of transfer was popular for high production sheet metal fabrication in the 1920s and 1930s.
  - True
  - False
- \_\_\_\_\_ metal transfer is the higher energy mode of transfer, resulting in a stream of small molten droplets.
  - Pulse
  - Globular
  - Short circuit
  - Axial spray
- Axial spray transfer is used mainly in the vertical and overhead positions.
  - True
  - False
- \_\_\_\_\_ handles poor fit-up extremely well and is capable of root pass work on pipe.
  - Short circuit
  - Axial spray
  - Globular
  - None of the above
- With \_\_\_\_\_ transfer mode there is little post-weld clean up, excellent weld fusion and no weld spatter.
  - Short circuit
  - Globular
  - Axial spray
  - None of the above

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**LESSON PLAN HANDOUTS:**  
**Know Your Role & Know Your Role Answers**

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# Know Your Role



Name: \_\_\_\_\_ Date: \_\_\_\_\_

	SHORT ARC	GLOBULAR	AXIAL SPRAY	PULSED SPRAY TRANSFER
Amperage range	30A - 200A		200A - 500A	200A - 500A
Voltage range	16V - 22V			24V - 35V
Wire diameter		0.035 and higher	0.035 and higher	0.035 and higher
Typical shielding gas			80% ↑ Ar and CO <sub>2</sub>	85% ↑ Ar and CO <sub>2</sub>
Material thickness	0.035" - 1/8"	0.125" - and higher		0.035" and higher
Spatter		Slightly abundant		None
Ease of use	Easy		Moderate	Moderate to high
Cost		Average		High
Overall appearance	Satisfactory			Excellent
Welding positions		Flat and horizontal		All

# Know Your Role Answers



Name: \_\_\_\_\_ Date: \_\_\_\_\_

	SHORT ARC	GLOBULAR	AXIAL SPRAY	PULSED SPRAY TRANSFER
Amperage range	30A - 200A	200A - 500A	200A - 500A	200A - 500A
Voltage range	16V - 22V	22V - 35V	24V - 35V	24V - 35V
Wire diameter	0.025 - 0.045	0.035 and higher	0.035 and higher	0.035 and higher
Typical shielding gas	100% CO <sub>2</sub>	100% CO <sub>2</sub> , 75% Ar/25% CO <sub>2</sub>	80% ↑ Ar and CO <sub>2</sub>	85% ↑ Ar and CO <sub>2</sub>
Material Thickness	0.035" - 1/8"	0.125" - and higher	0.125" and higher	0.035" and higher
Spatter	Abundant	Slightly abundant	None	None
Ease of Use	Easy	Moderate	Moderate	Moderate to high
Cost	Low	Average	Average	High
Overall Appearance	Satisfactory	Satisfactory	Excellent	Excellent
Welding Positions	All	Flat and horizontal	Flat and horizontal	All

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LAB ACTIVITY:  
GMAW Modes of Metal Transfer

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# GMAW Modes of Metal Transfer

Course: GMAW

Estimated Time: Two 50-minute periods

## Objective(s):

1. Identify the arc characteristics for each mode of transfer
2. Identify the bead characteristics for each mode of transfer
3. Weld with short circuit, globular and axial spray transfer modes

## Resources:

### Handouts

HO3: Modes of Metal Transfer Lab Sheet

### Reference Materials

SR1: GMAW Modes of Metal Transfer  
Student Reference

LA1: Modes of Metal Transfer Lab Activity

### Welding Lab Materials

250 Amp power source like Lincoln Electric®  
Power MIG® 250, Power MIG®350 MP, or  
Power Wave® C300

VRTEX®

Regulator

Steel plate

Wire brush

Shielding:

- Argon 75%/CO<sub>2</sub> 25%
- Argon 90%/CO<sub>2</sub> 10%

Wire/Electrode:

- .035 in. (.9 mm) SuperArc® L-56
- .045 in. (1.1 mm) SuperArc® L-56

Wire cutters

Pliers

4 in. grinder

PPE

## Terms:

**Defect:** A discontinuity or discontinuities that by nature or accumulated effect (for example, total crack length) render a part or product unable to meet minimum applicable acceptance standards or specifications. This term designates rejectability. See also discontinuity and flaw.

**Discontinuity:** An interruption of the typical structure of a weldment, such as a lack of homogeneity in the mechanical, metallurgical or physical characteristics of the material or weldment. A discontinuity is not necessarily a defect. See also defect and flaw.

**Globular Transfer:** A type of metal transfer in which the electrode produces a large ball of metal when it touches the workpiece. This deposits large amounts of metal into the weld puddle.

**Short Circuit Metal Transfer:** A type of metal transfer that occurs when the wire electrode touches the workpiece and produces a short circuit and high current. The high current level causes a violent transfer of metal, which creates the weld.

**Spray Transfer:** Metal transfer in which molten metal from a consumable electrode is propelled axially across the arc in small droplets.

**Situation:**

In this lab, students will weld with the three common modes of metal transfer: short circuit metal transfer, globular metal transfer and axial spray metal transfer. The students will record their data on the lab sheets and compare the arc characteristics for each mode.

---

**Interest Approach (Motivation):**

The welding industry is all about production, deposition rates, electrode efficiency and bottom line. Employers want their product manufactured as quickly as possible with good weld appearance and no discontinuities.



Use the VRTEX® to demonstrate to the students the short circuit transfer and axial spray transfer modes of metal transfer. Describe the following as you set up the machine:

- Machine settings
- Shielding gas
- All positions
- Unique characteristics

Review the modes of transfer with the students.

Be sure to point out proper welding techniques.

### Virtual Lab

#### Station 1

Set the VRTEX® 360 to WPS#2010114

#### Short Circuit Transfer

Description: Flat bead on plate (stringers)

Wire/Electrode: .035 Super Arc® L-56

Gas: 75% Argon/25% CO<sub>2</sub> or 100% CO<sub>2</sub>

Gas Flow: 25-35 CFH

Plate Thickness: 1/4 in.

IPM: 250

Voltage: 18

Polarity: DC+

CTWD 3/8 in.

Set the VRTEX® 360 to WPS#2010214

#### Axial Spray Transfer

Description: Flat bead on plate (stringers)

Wire/Electrode: .045 Super Ar<sup>®</sup>c L-56

Gas: 90% Argon/10% CO<sub>2</sub>

Gas Flow: 25-40 CFH

Plate Thickness: 1/4 in.

IPM: 400

Voltage: 27

Polarity: DC+

CTWD 1/2 in.

**Instructional  
Directions / Teaching  
Tips / Materials**

**Content Outline, Instructional Procedures  
and/or Key Questions**

Have the students practice welding on the VRTEX before moving into the live welding lab.

Prior to the students welding, the instructor should set up the booths for stations 2, 3 and 4. The students should not know which machine is set up for which mode of transfer. Students will decide which mode corresponds to which booth based on the arc characteristics, spatter level, bead shape and appearance.

Station 2: Short Circuit Transfer  
Station 3: Globular Transfer

Station 4: Axial Spray Transfer

Depending on class size, the number of booths to be set up will vary.



Distribute HO3: Modes of Metal Transfer and explain how to record data.

Divide the students into groups of two or three.

Have students weld with each mode of transfer, recording their data on the lab worksheet

**Live Welding Lab**

**Station 2**

**Short Circuit Metal Transfer**

Description: Flat bead on plate (stringers)

Wire/Electrode: .035 Super Arc® L-56

Gas: 100% CO<sub>2</sub>

Gas Flow: 30-50 CFH

Plate Thickness: 1/4 in.

IPM: 220 - 235

Voltage: 18

Polarity: DC+

CTWD 3/8 in.

Instructional  
Directions / Teaching  
Tips / Materials

Content Outline, Instructional Procedures  
and/or Key Questions



To achieve this mode, the current must be between 125-150A. Make sure you are using the proper setting.

Station 3

Globular Metal Transfer

Description: Flat bead on plate (stringers)

Wire/Electrode: .035

Gas: 75%Argon / 25%CO<sub>2</sub>

Gas Flow: 25-35 CFH

Plate Thickness: 1/4 in.

IPM: 240 - 260

Voltage: 20-22

Polarity: DC+

CTWD: 3/8 in.



Students will be challenged by this mode of metal transfer. They will have to adjust their CTWD to find the "sweet spot."

Station 4

Axial Spray Metal Transfer

Description: Flat bead on plate (stringers)

Wire/Electrode: .045 Super Arc® L-56

Gas: 90%Argon/10%CO<sub>2</sub>

Gas Flow: 25-40 CFH

Plate Thickness: 1/4 in.

IPM: 400

Voltage: 26.5

Polarity: DC+

CTWD: 1/2 in.- 5/8 in.



STEM Connection

Science: Describe the relationship between the voltage, amperage, WFS, and CTWD for the different modes of metal transfer.



**Instructional  
Directions / Teaching  
Tips / Materials**

**Content Outline, Instructional Procedures  
and/or Key Questions**

**Closure / Summary:**

Knowing the characteristics of the different modes of metal transfer will be important as you begin to fabricate and build parts, machinery, and equipment. Employers not only need welders, they need highly skilled welders who know how the different materials will react to the modes of transfer.



**Evaluation/Assessment:**

1. The instructor will assess whether the student was able to weld in each of the modes of metal transfer.
2. The instructor will collect the lab sheets and evaluate the student's observations.

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LAB ACTIVITY HANDOUTS:  
Modes of Metal Transfer

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# Modes of Metal Transfer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

In today's lab, you will weld with three modes of metal transfer: short circuit, globular and axial spray. As you make a weld on a plate of mild steel, pay close attention to the arc and bead characteristics. Record these on the lab sheet.

## Directions:

1. Form groups of two or three, depending on class size.
2. Dress out in all required safety PPE.

## Station 2:

1. Which mode of transfer is being performed in Station 2? (Circle)

Short Circuit          Globular          Axial Spray

2. Amount of spatter:       None       Slight       Moderate       Excessive
3. Bead shape:             Convex       Concave       Flat
4. Describe some of the arc characteristics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Describe the bead appearance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Station 3:

1. Which mode of transfer is being performed in Station 3? (Circle)

Short Circuit          Globular          Axial Spray

2. Amount of spatter:       None       Slight       Moderate       Excessive
3. Bead shape:             Convex       Concave       Flat
4. Describe some of the arc characteristics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Describe the bead appearance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Modes of Metal Transfer



○ Station 4:

1. Which mode of transfer is being performed in Station 4? (Circle)

Short Circuit      Globular      Axial Spray

2. Amount of spatter:       None       Slight       Moderate       Excessive

3. Bead shape:       Convex       Concave       Flat

4. Describe some of the arc characteristics: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Describe the bead appearance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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**WELD LESSON PLAN:**  
**Short Arc Flat Bead on Plate 1/4 in.**

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# Short Arc Flat Bead on Plate 1/4 in.

Level: Introductory

Material: Mild Steel

Weld #: 2010114

## Objective:

Perform a bead on plate on 1/4 in. mild steel using a GMAW short arc welding process to the standards described on the weld grading rubric provided.

## Materials

### Handouts

- WPS Sheet #2010114
- HO1: Weld Inspection Checklist
- HO2: VRTEX® Lab Work
- HO3: Welding Lab Work
- Weld Grading Rubric

### Reference Materials

- Short Arc Flat Bead on Plate 1/4 in. demo video
- Lincoln Electric® GMAW Welding Guide (C4.200)
- Lincoln Electric Welding Posters

### Welding Lab Materials

- 1/4 in. (6.35 mm) mild steel plate welding coupons (2 in. x 6 in. or 50.8 mm x 152.4 mm preferred)
- Constant voltage power source
- Chipping hammers
- Wire brushes
- SuperArc® L-56 (ER70S-6); .035 in. (.89 mm); 75/25
- Vise grips
- Flush nozzle

## Terms

ARC CONTROL	INDUCTANCE	VOLTAGE
CONTACT TO WORK DISTANCE	NOZZLE	POLARITY
ELECTRICAL STICK OUT	PINCH	
CONTACT TIP	WIRE FEED SPEED (WFS)	

## Situation

Prior to this lesson, students should have completed all safety lessons and successfully passed the welding safety exams.

## Interest Approach (Motivation)

In this lesson students will learn how to successfully initiate the arc and run a stringer bead. Show the Short Arc Flat Bead on Plate 1/4 in. weld video. Mastering this skill will allow the student to successfully complete other welds more quickly.

## Instructional Directions / Materials



Hand out the WPS sheet #2010114 and review the weld requirements.

*It is not important to review all the specifications of the WPS at this time. Specifications will be highlighted as they are required by different welds.*



Explain that students will use **HO1: Weld Inspection Checklist** to evaluate VRTEX weld.

*If the students are familiar with the process of correctly configuring the VRTEX then it is best to have the VRTEX pre-configured for this section.*

*Ensure that the display screen is being viewed on a large screen in front of the class.*

*Use the INSTRUCTOR VIEW screen for the class.*

## Content Outline, Instructional Procedures and/or Key Questions

Important weld requirements for a short arc flat bead on 1/4 in. mild steel plate:

1. Welding process
2. Type of welding process
3. Joint design used
4. Welding on both sides
5. Material thickness
6. Filler material requirement
7. Position
8. Polarity to be used
9. Power source type
10. Welding technique
11. Welding procedure

Before starting the weld, review how to set up and use the VRTEX machine.

1. Turning on the VRTEX
2. Setting the VRTEX
3. Selecting the variables (already set)
4. Performing a weld with the VRTEX

Demonstration steps:

1. Describe the weld that is going to be completed:
  - a. Short arc flat bead on 1/4 in. mild steel using the short arc process
2. Describe the proper techniques used to make a sound weld, including all of the following steps.
  - a. Push travel angle: 10 to 15 degrees (deg.)
  - b. Work angle: 90 deg.
  - c. Wire feed speed: 250 (6.3 m/min)
  - d. Volts: 18 V
  - e. Aim (will impact penetration in root)
  - f. Stringer technique

## Instructional Directions / Materials

### Setting up the demonstration

*Connect VRTEX to screen so that all students can see teacher demonstrate the weld.*

*Demonstrate the travel angle, work angle, aim and electrode placement for the welder.*

*Demonstrate first pass. Review first pass with students.*

*Padding is a common welding application. It is necessary to build up metal surfaces with one or more layers of weld deposit. Rebuilding a worn surface and repairing a machining error are two such applications. This work may be done on either flat or curved surfaces by depositing overlapping straight beads or weave passes.*

*To help reinforce the previous topics, use the pause function. This will freeze the replay and give time to discuss that part of the weld.*



For the live demo it is important to provide students plenty of visuals by using an electrode and tacked up weld joint.

## Content Outline, Instructional Procedures and/or Key Questions

3. Turn on the replay function.
4. Place the welding helmet on your head and adjust lenses.
5. Make a weld.
6. While welding for the students, be sure to demonstrate the following:
  - a. Weld 50% with good technique.
  - b. Travel fast.
  - c. Travel slowly.
  - d. Use incorrect angles.
7. Inspect the weld with the class (Compare it to posters).
8. Instruct the students to identify the good and bad elements of the weld.
9. Use the instant replay function to replay the weld being performed in front of the class.
10. Complete one weld using proper technique building a pad using the short arc process.

Make sure that the students have a clear view of the weld you are making.

**Important:** All of the important welding variables for using the VRTEX are also important in welding using a real welder.

1. Place the welding helmet on your head.
2. Clean and prepare 1/4 in. (6.35 mm) mild sheet metal base material.
3. Set up the welding machine: DC+ Polarity, Gas 75/25, CFH 25 to 35, WFS 250, voltage 18, CTWD 3/8 in. (9.53 mm); increase by 2 V for CO<sub>2</sub> gas.

**Instructional  
Directions / Materials**



Make sure that all students have proper face shields and safety glasses for the demonstration.

*Go over the power source/wire feeder. Show how to position head to maintain a good view of the puddle.*

*Describe pass 1.*

*Weld first pass.*

*Evaluation*

**Content Outline, Instructional Procedures  
and/or Key Questions**

4. Assume a position that permits you to see behind and ahead of the puddle so that corrections can be made while welding.
5. Check area for flammables and potential obstacles.

**PASS 1: First pass**

1. Describe the weld that is going to be completed:
  - a. Short arc flat bead on 1/4 in. mild steel using the short arc process.
2. Describe the proper techniques used to make a sound weld:
  - a. Push Travel angle 10 to 15 deg.
  - b. Work angle 90 deg.
  - c. Aim (will impact penetration in root)
  - d. Stringer bead
3. Place the welding helmet on your head.
4. Clean and prepare 1/4 in. (6.35 mm) mild sheet metal base material.
5. Set up the welding machine: DC+ Polarity, Gas 75/25, CFH 25 to 35, WFS 250, voltage 18, CTWD 3/8 in. (9.53 mm); increase by 2 V for CO<sub>2</sub> gas.
6. Position body so both the beginning and end of the weld can be reached comfortably.
7. Using a 90 deg. work angle and a 10 to 15 deg. push travel angle, make the first pass using a stringer technique. A slight oscillation can be used to smooth the bead out.
8. Clean the weld and visually inspect.
9. While welding for students be sure to demonstrate the following:
  - a. Weld 50% with good technique.
  - b. Travel fast.
  - c. Travel slowly.
  - d. Use incorrect angles.
10. Inspect the weld with the class and look for uniformity and discontinuities.
11. Instruct students to identify the good and bad elements of the weld.

**Instructional  
Directions / Materials**

**Content Outline, Instructional Procedures  
and/or Key Questions**

Be aware of common issues for students first attempting a short arc flat bead on 1/4 in. mild steel with a ER70S-6.

Guidelines below address common issues for students first attempting this weld:

1. Travel speed may be too high (ropy or string like bead).
2. Amperage may be too high (excessive spatter and wide flat bead).
3. Weld size may be inconsistent (a result of inconsistent speed)
4. WFS and voltage may be set incorrectly.



Instruct student to weld with opposite hand, making the pad as flat as possible. Make sure there are no crevices.



Tolerance setting should be set to BEGINNER.

Depending on the number of VRTEX units available, the unit can be used in many ways to improve the students' success in building a pad using the short arc process.

1. To teach proper welding technique:
  - a. Use visual cues (aim, travel speed, position, etc).
  - b. Use replay mode and have students critique their welds.
2. Technique Troubleshooting
  - a. Have the student make a weld while watching the helmet cam on the monitor.
  - b. Make sure that the students' body position is not allowing the electrode clamp or other objects to block the view of the puddle.
  - c. Use visual cues to aid in correcting technique problems.
3. Have students complete a series of welds on the VRTEX and save the LASER screen to the USB for later use.
  - a. Use HO3: VRTEX Lab Work and have the students record their scores and reflect on how to better accomplish the weld.



*Use only ONE visual cue at a time to avoid overwhelming the student.*

Application

Students building a pad using the short arc process

Time welding with the VRTEX

Closure/Summary

Review technique and troubleshooting

Evaluation

Grade 5 welds using the appropriate weld grading rubric



# Weld Inspection Checklist



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read the information below. Keep this handout for future reference.

Now that you have made some welds it is time to evaluate them. Evaluation of welds is a critical part of becoming a welder. Being able to distinguish between a good weld and a bad weld starts with a visual inspection. Visual inspections are fast and inexpensive. At a basic level, only good eyesight, good lighting and some welding knowledge are required.

Table 1-1: Scoring a Weld

WELD ID	FACE (fillet welds only)			PLACEMENT		UNIFORMITY		UNDERCUT		OVERLAP		POROSITY		Total
	Points			2	1	2	1	1	2	1	2	1	2	
1	Concave	Flat	Convex	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2	Concave	Flat	Convex	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3	Concave	Flat	Convex	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4	Concave	Flat	Convex	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5	Concave	Flat	Convex	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

## What to Do:

Perform a visual inspection on five welds that you have created in this activity by using the chart provided. Numerically identify your weld and follow the steps below.

**STEP 1:** For a fillet weld, the face of the weld might be flat, concave (sunken inward like a valley), or convex (shaped like a hill). A flat or slightly convex shape is preferred in most cases. Does the face of the weld you are inspecting have a concave, flat, or convex shape?

**STEP 2:** A good weld also is placed properly in the joint and should have the same amount of weld on both sides. Does your weld have good placement in the joint?

**STEP 3:** Welds that are the same size and shape from one end of the joint to the other are said to be uniform. Is your weld uniform from one end to the other?

**STEP 4:** Undercut at the toe can cause a weaker joint caused by improper machine settings and technique. Overlap can also weaken the joint by showing a lack of fusion. Can you see undercut and/or overlap in the weld that you are evaluating?

**STEP 5:** Porosity can be caused by dirty material or because the molten puddle was not shielded. Does the weld have any porosity?

# Welding Lab Work



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Follow the directions below to complete the welding lab work for this lesson.

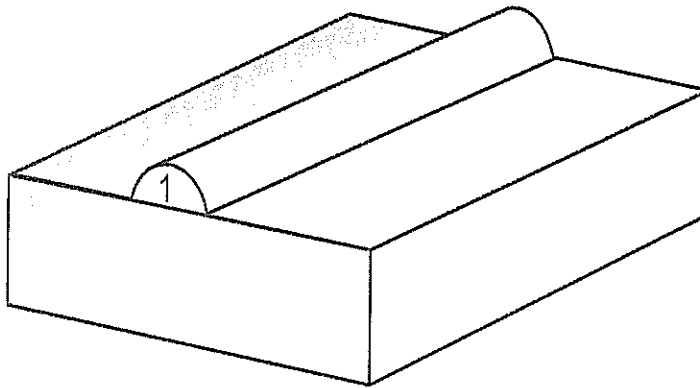
Exercise A: Short Arc Flat Bead on Plate 1/4 in.

## PASS 1

The travel angle should be 10 to 15 deg.

Work angle should be 90 deg.

1. Place the welding helmet on your head.
2. Clean and prepare 1/4 in. (6.35 mm) mild sheet metal base material.
3. Set up the welding machine: DC+ Polarity, Gas 75/25, CFH 25 to 35, WFS 250, voltage 18, CTWD 3/8 in. (9.53 mm); increase by 2 V for CO<sub>2</sub> gas.
4. Position body so both the beginning and end of the weld can be reached comfortably.
5. Using a 90 deg. work angle and a 10 to 15 deg. push travel angle, make the first pass using a stringer technique. A slight oscillation can be used to smooth the bead out.
6. Clean and visually inspect the weld.



# VRTEX® Lab Work

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Follow the directions below to complete the VRTEX® lab work for this lesson.

Exercise A: Weld a bead on plate using mild steel plate in the flat position with ER70S-6 in virtual reality.

Set up the VRTEX stand with the steel plate coupon in the flat position and adjust the arm and table so that you can comfortably use the VR welding gun on the coupon.


1. Make a practice weld to ensure that your body position allows you to weld comfortably from the beginning to the end of the weld.

Record the scores from your first weld on the line to the right of to each category.

2. Configure the VRTEX to weld a bead on a steel plate in the flat position with a .035 in.(.89mm) ER70S-6 electrode.



\_\_\_\_\_

3. Using , change the image on the monitor to the LASER screen. If others are watching, you may want to use a different screen.



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reflection


Think of some changes you could make to improve your scores. List them below.

4. Use the welding technique described in the WELDING LAB WORK to completely weld this joint.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Select  to receive your scores for this weld.

Make a second weld using the changes listed above. Record your scores below.

6. Record the scores on this page and complete the reflection section.



\_\_\_\_\_

7. Select  to receive a new weld coupon.



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

8. If needed, select  to trim the wire.

Compare the scores from your first weld to those from your second weld. Were the changes you made effective? Use the space below to explain.

9. Weld the joint again and record your performance from the LASER screen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Welding Procedure Specification (WPS) Instructor's Key

Company Name: Sample  
 Welding Process: **1** GMAW  
 Type: **2** X Manual Semi-Automatic  
 Machine Automatic

Identification # Sample  
 Revision: Date: By  
 Authorized by: Date:  
 Supporting PQR No.(s)

### JOINT DESIGN USED

Type: **3** Lap X Tee Butt  
 Corner Edge  
 X Single Weld **4** Double Weld  
 Backing: Yes X No  
 Root Opening: N/A  
 Root Face Dimension: N/A  
 Groove Angle: N/A  
 Back Gouging: Yes X No  
 Method: N/A

### BASE MATERIAL

Material Spec: ASTMA A36  
 Type or Grade: N/A  
**5** Thickness: Groove: N/A Fillet: 10 ga (3.2 mm)

### FILLER METALS

AWS Specification: A5.1  
 AWS Classification: **6** ER70S-6 Size: XXX

### SHIELDING

Electrode Flux (Class): N/A Gas: N/A  
 Composition: N/A  
 Flux: N/A Flow Rate:  
 Gas Cup Size:

### POSITION **7**

Groove: N/A Fillet: 2F Flat Surfacing:  
 Vertical Progression: Up Down

### ELECTRICAL CHARACTERISTICS

Transfer Short Circuit Globular  
 Mode: Spray Pulse  
 Other: N/A  
 Current: AC X DCEP **8** DCEN  
 Power Source: **9** CC X CV

### Tungsten Electrode (GTAW):

Size: Type:

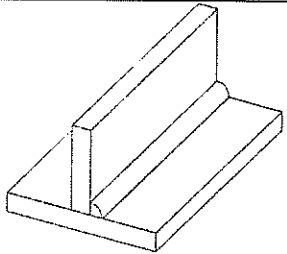
### TECHNIQUE **10**

Stringer, Weave Bead, Other: Stringer  
 Multi- or Single-Pass (per side): Single Pass  
 Number of Electrodes: Single  
 Contact Tip to Work Distance:  
 Peening: Yes X No  
 Interpass Cleaning: Yes X No  
 Cleaning Method: None

### PREHEAT

Preheat Temp: Min: N/A Max: N/A  
 Interpass Temp: Min: N/A Max: N/A

## WELDING PROCEDURE

Pass or Weld Layer(s)	Technique	Filler Metals		Current		Travel Speed	Joint Details
		Class	Diameter	Type & Polarity	Amps (A)		
1	Stringer	ER70S-6	1/16" (1.6 mm)	DC-	105±15		

# Welding Procedure Specification (WPS)

**Company Name:**  
**Welding Process:** GMAW  
**Type:** Manual      X Semi-Automatic  
    Machine      Automatic

**Identification #** 2010114  
**Revision:**      **Date:**      **By:**  
**Authorized by:**      **Date:**  
**Supporting PQR No.(s)**

## JOINT DESIGN USED

**Type:** Lap      T      Butt  
    Corner      Edge  
 X Single Weld      Double Weld  
**Backing:** Yes      No  
**Root Opening:** N/A  
**Root Face Dimension:** N/A  
**Groove Angle:**  
**Back Gouging:** Yes      X No  
**Method:** N/A

## POSITION

**Groove:** N/A      **Fillet:** N/A      **Flat Surfacing:** X  
**Vertical Progression:** Up      Down

## BASE MATERIAL

**Material Spec:** ASTM A36  
**Type or Grade:** N/A  
**Thickness:** 1/4"      **Groove:** N/A      **Fillet:** N/A

## ELECTRICAL CHARACTERISTICS

**Transfer** X Short Circuit      Globular  
**Mode:** Spray      Pulse  
**Other:** N/A  
**Current:** AC      X DCEP      DCEN  
**Power Source:** CC      X CV

## Tungsten Electrode (GTAW):

**Size:** N/A      **Type:** N/A

## FILLER METALS

**AWS Specification:** A5.1  
**AWS Classification:** ER70S-6

## TECHNIQUE

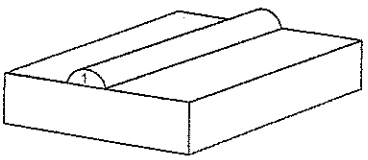
**Stringer, Weave Bead, Other:** Stringer  
**Multi- or Single-Pass (per side):** Single Pass  
**Number of Electrodes:** Single  
**Contact Tip to Work Distance:** 3/8" (10 mm)  
**Peening:** Yes      X No  
**Interpass Cleaning:** Yes      X No  
**Cleaning Method:** Chipping Hammer and Wire Brush

## SHIELDING

**Electrode Flux (Class):** N/A      **Gas:** Argon/CO<sub>2</sub>  
    **Composition:** 75/25  
**Flux:** N/A      **Flow Rate:** 25-35 cfh (12-16.5 l/min)  
    **Gas Cup Size:** N/A

## PREHEAT

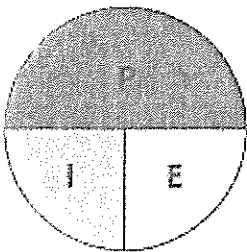
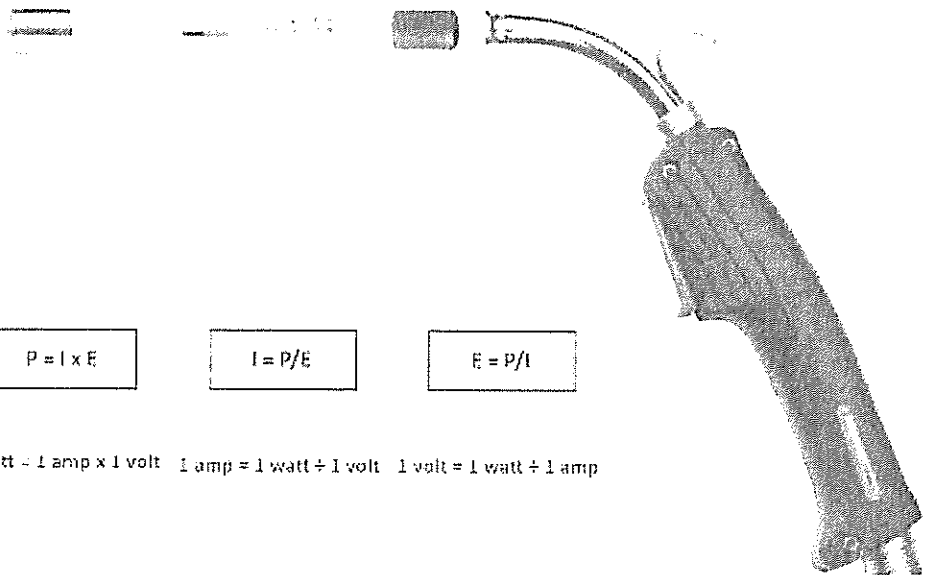
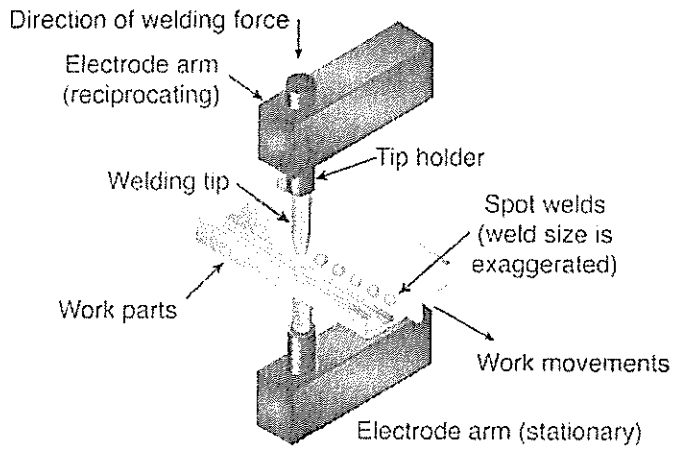
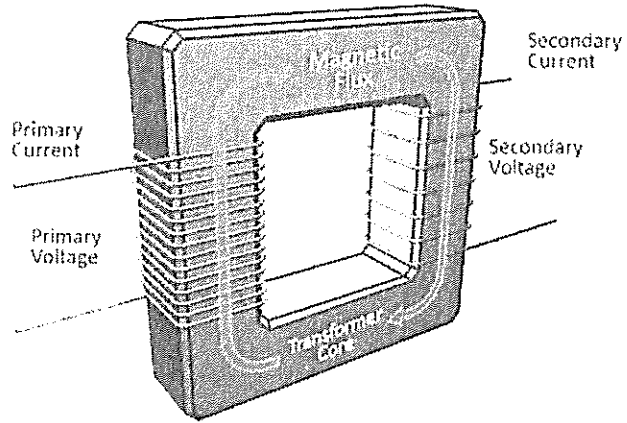
**Preheat Temp:** Min: N/A      Max: N/A  
**Interpass Temp:** Min: N/A      Max: N/A

WELDING PROCEDURE								
Pass or Weld Layer(s)	Technique	Filler Metals		Current		Volts (V)/ Trim	Travel Speed	Joint Details
		Class	Diameter	Type & Polarity	Wire Feed Speed			
1	Stringer	ER70S-6	0.035" (0.9 mm)	DC+	250.0 ipm (6.4 m/min)	18.0	5.5 ipm ± 10% (0.14 m/min)	



Primary Winding

Secondary Winding



$$P = I \times E$$

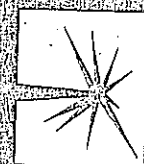
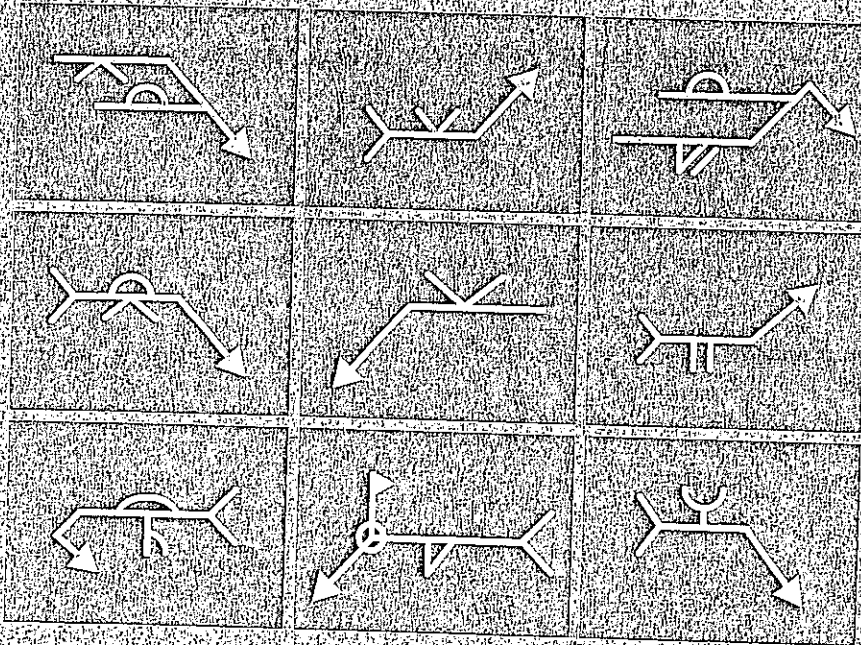
$$I = P/E$$

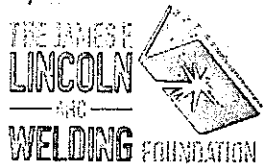
$$E = P/I$$

1 watt = 1 amp x 1 volt    1 amp = 1 watt ÷ 1 volt    1 volt = 1 watt ÷ 1 amp

# HOW TO READ SHOP DRAWINGS

With Special Reference to Arc Welding

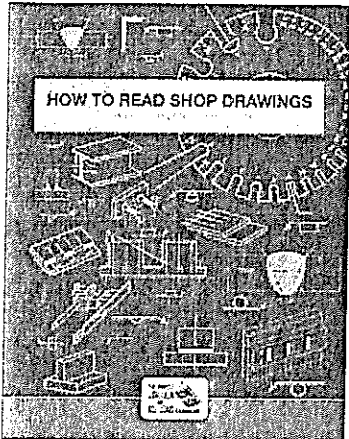




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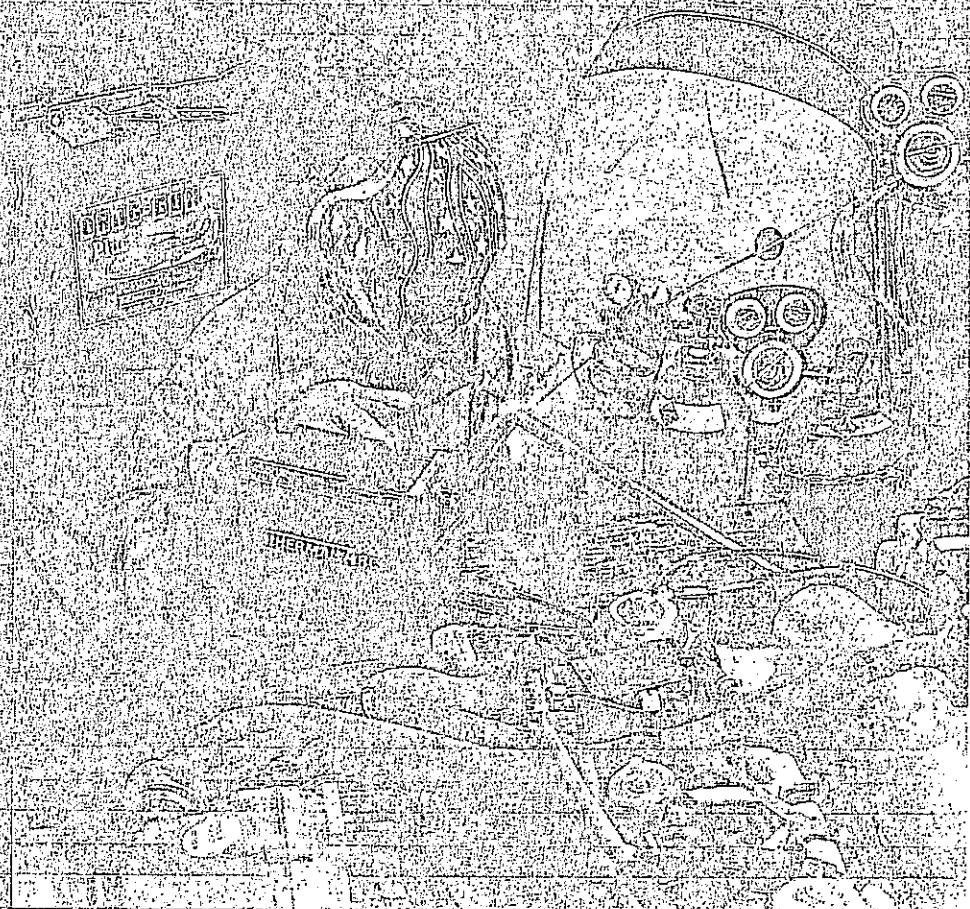
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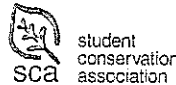
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# AGENDA

Type of Meeting: Adult Workforce Staff  
 Convener: Marcy R. Trew  
 Recorder: Laura Kamis  
 Date: September 10, 2015  
 Time: 5:00 PM to 7:00 PM  
 Location: Presentation Center

*Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community.*

## CORE VALUES

- People are personally responsible for their choices and actions.
- Treating people with dignity and respect will enhance learning.
- Attitude and goals drive achievement.
- All people can learn.
- All people can make positive contributions.
- Change is exciting and essential for growth.

## PROTOCOLS

- Treat ALL participants with dignity and respect.
- Begin and end on time.
- Turn off/silence all electronic devices.
- Respect role of convener/facilitator to keep on task.
- Convener/facilitator will pre-determine purpose, outcomes and participant roles by utilizing the Auburn agenda format.
- Participants are responsible for coming prepared and staying on task.
- Contribute by communicating openly, honestly and by listening when others are speaking.

## PURPOSE OF THE MEETING -- BACK TO SCHOOL

### AGENDA ITEMS (PLEASE LIST HANDOUTS, ITEMS TO BRING IN THIS SECTION)

Topic	Presenter	Time allotted
Introductions		
MLynch - address from superintendent		
Drug Prevention and Effectiveness update/review	Dr. Lynch	10:00 - 10:30
Calendar - Adult		
Time Sheets		
When to be completed		
Prep time		
Course Information		
Purchase Orders		
Attendance		
Make up time		
Instructional requirements		
Grades		
Handbook		
Student		
Employee		
Receipt		
Calamity Days		
Notification		
Make up time		

Technology Support

Tim Marek 8019 or cell phone 440.688.6805

Class hours

Change procedure

Maintenance

Saturday Instruction

Class changes

Syllabi

Options for High School Community Events

Student Interaction

Expectations

Program Advisory Committee Meetings

Employee Evaluation Process

Student Satisfaction Survey Results

Career Services

Introduction

Role

Student Employment/Placement

COE Update

Completion

Placement

Licensure

Accreditation

Crisis Plan Review

Shared Labs

Constitution Day

Tips from Experienced Instructors

Web Exam

Scheduled prior to end of course

OPEN FORUM

# September 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 Labor Day	8	9	10 Faculty Meeting Bradbury 6-8 Peters 6-8 Renda 6-8	11	12
13	14 Bradbury 12-1 & 5-9pm Peters 5-7pm	15 Bradbury 5-7pm Peters 3:30-4:30 & 5-9pm	16 Bradbury 3-4 pm & 5-9pm	17 Peters 3-4pm & 5- 9pm	18	19
20	21 Bradbury 3-4pm & 5-9pm Renda 5-9pm	22 Peters 3-4 & 5- 9pm	23 Bradbury 3-4 & 5-9	24 Renda 4-5 & 5- 9pm	25	26
27	28 Bradbury 4-5 & 5-9	29 Peters 5-7 pm Renda 5-9 pm	30 Bradbury 4-5 & 5- 9pm			

# October 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Peters 3-4 & 5-9pm	2	3
4	5 Bradbury 4-5 & 5-9pm	6 Peters 4-5 & 5-9pm	7 Bradbury 12-1 pm & 5-9pm	8 Peters 4-5pm & 5-9pm	9	10
11	12 Bradbury 12-1 pm & 5-9pm Columbus Day	13 Renda 4-5 pm & 5-9pm	14 Renda 4-5pm & 5-9pm	15 Renda 4-5pm & 5-9pm	16	17
18	19 Renda 4-5 pm & 5-9pm	20 Peters 3-4pm & 5-9 pm	21 Bradbury 12-1pm & 5-9pm	22 Peters 3-4 pm & 5-9pm	23	24
25	26 Bradbury 3:30-4:30 & 5-9pm	27 Renda 4-5 pm & 5-9pm	28 Peters 5-8pm Bradbury 3-4 & 5-9pm	29 Peters 3-4pm & 5-9pm	30	31 Halloween

# November 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Bradbury 3-4pm & 5-9pm	3 Renda 4-5pm & 5-9pm	4 Bradbury 3-4 pm & 5-9pm	5 Peters 3-4pm & 5-9pm	6	7
8	9 Bradbury 3-4pm & 5-9 pm Renda 5-7pm	10 Peters 3-4pm & 5-9 pm	11 Bradbury 4-5pm & 5-9pm Veterans Day	12 Peters 4-5 pm & 5-9pm	13	14
15	16 Bradbury 4-5 pm & 5-9pm	17 Peters 4-5pm & 5-9pm	18 Bradbury 3-4 pm & 5-9 pm	19 Peters 4-5pm & 5-9pm Bradbury 3-4pm & 5-9pm	20	21
22	23 Bradbury 3-4pm & 5-9pm Renda 4-5pm & 5-9pm	24 Renda 4-5pm & 5-9pm Bradbury 4-5pm & 5-9pm	25 No School--Holiday	26 Thanksgiving Day	27	28
29	30 Renda 4-9pm Bradbury 4-9					

# December 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Peters 3-4 & 5-7 Renda 4-5pm & 5-9pm	2 Renda 4-9pm Bradbury 3-4 & 5-9pm	3 Renda 4-9pm Peters 3-4 & 5-9pm	4	5
6	7 Renda 4-9pm Bradbury 3-4 & 5-9pm	8 Peters 3-4 & 5-9pm Renda 4-9pm	9 Renda 4-9pm Bradbury 3-4 & 5-9pm	10 Peters 3-4 & 5-9pm Renda 4-9pm	11	12
13	14 Bradbury 3-4 & 5-9pm Renda 4-9pm	15 Peters 3-4 & 5-9pm	16 Bradbury 3-4 & 5-9pm	17 Peters 3-4 & 5-9pm	18	19
20	21 WINTER BREAK	22	23	24	25 Christmas	26
27	28 WINTER BREAK	29	30	31		



# January 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day	2
3	4 Peters 3-5pm Bradbury 5-9pm	5 Peters 3-4 & 5-9pm Bradbury 3-5	6 Renda 4-9pm	7 Peters 3-4 & 5-9pm	8	9
10	11 Bradbury 3-4 & 5-7 Peters 3:30-7:00	12 Peters 3-4 & 5-9pm	13 Calamity Day	14 Renda 4-9pm	15	16
17	18 M L King Day	19 Bradbury 4-9	20 Bradbury 4-8pm Peters 4-9pm	21 Bradbury 4-9	22	23
24	25 Peters 4-9pm Bradbury 4-7	26 Bradbury 3-4 & 5-9	27 Peters 4-5 & 5-9pm	28 Renda 4-9pm	29	30
31						

# February 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Bradbury 3-4 & 5-9	2 Peters 3-4 & 5-9 Renda 5-9pm	3 Bradbury 3-4 & 5-9	4 Peters 3-4 & 5-9	5	6
7	8 Renda 5-9 Peters 4-9on	9 Renda 4-9pm	10 Peters 4-9pm	11 Renda 4-9	12	13
14	15 Valentine's Day	16 Bradbury 12-1 & 5-9pm Peters 12-1 & 5-9	17 Bradbury 12-1 & 5-9pm	18 Renda 4-9	19	20 Bradbury 7-8 & 8-4pm
21	22 Bradbury 12-1 & 5-9pm	23 Bradbury 12-1 & 5-9pm	24 Peters 12-1 & 5-9pm	25 Renda 4-9 Peters 5-9	26	27
28	29 Peters 12-1 & 5-9pm					

# March 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Renda 4-9 Bradbury 5-9	2 Peters 12-1 & 5-9pm	3 Renda 4-9pm	4	5
6	7 Peters 12-1 & 5-9	8 Renda 4-9	9 Peters 12-1 & 5-9	10 Renda 4-9pm Peters 5-9pm	11	12
13	14 Bradbury 12-1 & 5-9pm Renda 4-9pm	15 Renda 5-9pm	16 Renda 4-9pm	17 Bradbury 12-1 & 5-9pm	18	19
20	21 Rogge 5-9pm	22 Renda 4-9pm	23 Rogge 5-9pm	24 Renda 4-9pm	25 Good Friday	26
27	28 Spring Break	29	30	31		

# April 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Spring Break-----	2
3	4 Rogge 5-9pm	5 Renda 4-9pm	6 Rogge 5-9pm	7 Renda 4-9pm	8	9
10	11 Class Cancelled- Rogge Jury Duty	12 Renda 4-9pm	13 Rogge 4-9pm	14 Renda 4-9pm	15	16
17	18 Rogge 4-9pm	19 Renda 4-9pm	20 Rogge 4-9pm	21 Renda 4-9pm	22	23
24	25 Rogge 4-9pm	26 Renda 4-9pm	27 Renda 5-6pm Rogge 4-9pm	28 Renda 4-9pm	29	30

# May 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Rogge 4-9pm	3 Renda 4-9pm	4 Rogge 4-9pm	5 Renda 4-9pm	6	7
8 Mother's Day	9 Rogge 4-9pm	10 Renda 4-9pm	11 Rogge 4-9pm	12 Renda 4-9pm	13	14
15	16 Rogge 4-9pm	17 Renda 4-9pm Johnson 5-8pm	18 Renda 4-9pm Johnson 4-9pm	19 Renda 4-9pm Johnson 4-9pm	20	21
22	23 Renda 4-9pm Johnson 4-9pm	24 Renda 4-9pm	25 Renda 4-9pm	26 Johnson 4-9pm	27	28
29	30 Memorial Day	31 Johnson 4-9pm Renda 4-9pm				

# June 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Renda 4-9pm Johnson 4-9pm	2 Johnson 4-9pm	3	4
5	6 Lee-4-9pm	7 Lee-4-9	8 J. Rodewald/ M. Rodewald: Guest Speaker-Blueprints	9 Johnson 4-9pm	10	11
12	13 Johnson 4-9pm	14 Johnson 4-9pm Renda 4-9pm	15 Johnson 4-9pm Renda 4-9pm	16 Johnson 4-9pm	17 Johnson 2-3:30pm	18
19 Father's Day	20 Renda 4-9pm	21 Johnson 4-9pm Renda 4-9pm	22 Johnson 4-9pm Renda 4-9pm	23	24	25
26	27	28	29	30		



## Adult Workforce Education Welding Content Performance Audit

### Material from Syllabus Not Covered

Instructor Time Sheet Evidence

#### A. Materials Science, Safety, and Inspection

1. Assess Materials
2. Explain Weld Test
3. Predict degree of distortion

**Ben Bradbury - Intro to Torches -9/14/05  
Materials - 11/19/15**

**Nick Peters - Intro to Torches - 9/15/15;  
Torches & Stick - 9/22/15;  
OSHA - 11/10/15**

**Joe Renda - Overhead - 6010 Welding Positions- 9/29/15;  
Test on 6010, 6013 and All positions - 10/27/15; 11/3/15; 11/9/15**

#### B. Engineering Drawings

1. Interpret drawings and prints
2. Explain welding procedure specifications
3. Select and utilize measuring devices

**Joe Renda - Welding Symbols & Shop Drawings - 10/13/15;10/14/15;  
Demonstration of all positions, 6010 & 6013 welds-test  
on 10/15/15;10/19/15**

**Jared Rogge - Welding and drawing test - 3/21/16; 3/23/16;  
Welding symbols - ;4/4/16; 4/6/16**

**Guest Speaker - 6/8/16**

C. Welding Fabrication

1. Demonstrate power metalworking and machinery
2. Construct simple weldments from drawing (drawings we have not been taught to read)

Joe Renda- Set up Stick Power sources -11/23/15;

General Maintenance of machines - 11/23/15; 11/24/15

D. Oxyfuel Brazing and Soldering

1. Explain oxyfuel brazing and soldering
2. Demonstrate oxyfuel brazing and soldering

E. Thermal Cutting

1. Demonstrate Cutting Metals using the plasma arc cutting process
2. Explain cutting and gouging metals using air carbon arc process
3. Demonstrate cutting metals using manual and machine guided oxyfuel process
4. Explain advanced cutting systems

F. SMAW (Stick)

1. Demonstrate SMAW of stainless steel
2. Demonstrate SMAW of mild steel pipe

**Nick Peters -SMAW**

9/17/15; 9/22/15

Work with Tim Marek & Train Joe Renda-9/29/15

**SMAW & TIG - 10/1/15; 10/6/15;10/8/15**

**SMAW & TIG - 10/20/15; 10/22/15;**

**SMAW & TIG - 10/29/15; 11/5/15;**

**SMAW & TIG - 11/12/15;11/17/15;11/19/15;**

**SMAW & TIG - 12/1/15;12/3/15;12/8/15;**

**SMAW Only - 12/10/15;**

**STICK and ADVANCED - 12/15/15; 12/17/15**

**SMAW & CERTS - 1/5/16;1/7/16;**

**SMAW - 1/12/16;**

**Joe Renda - Stick Welding - T Joints - 11/30/15;**

**Stick Welding - 7018 & 6010 positions - 12/1/15; 12/2/15**

**Stick Welding - all positions - 12/7/15;**

**Stick welding - 6013, 7014 & all positions - 12/8/15;**

**Stick welding - 6010; 7018, Lap joint positions - 12/9/15**

**Stick welding - 7014, 6013 - all positions-torches-12/10/14**

**Stick welding - 6010, 7014, 7018, 6013 positions-12/14/15;**

**Stick welding-7018, 6010, all positions-practice for test-1/6/16**

**Stick Welding - 7018, 6010-Final test - mod 2 - 1/14/16**

G. GMAW (MIG)

1. Demonstrate GMAW of Stainless steel
2. Demonstrate GMAW of aluminum
3. Demonstrate GMAW of mild steel pipe

**Ben Bradbury-MIG**

1/25/16;  
1/26/16; 2/1/16; 2/3/16  
2/17/16; 2/20/16; 2/22/16; 2/23/16

**Nick Peters - MIG - 1/20/16**

MIG - 1/27/16; 2/2/16; 2/4/16;  
MIG - 2/8/16; 2/10/16  
MIG - 2/16/16; 2/24/16  
MIG - 2/29/16; 3/2/16; 3/7/16; 3/9/16; 3/10/16

**Joe Renda - MIG, Flat, V-Down-1/28/16;**

Assisting teaching MIG - 2/2/16; 2/8/16;  
MIG Spray Transfer - 2/9/16;  
MIG Pulse - 2/11/16;  
MIG - 2/18/16; 2/15/16;  
MIG - 3/1/16; 3/3/16-Final Test Due  
MIG - Innershield, Outershield- 3/8/16;  
MIG - Fluxcore - 3/10/16

H. GTAW (TIG)

1. Demonstrate GTAW of stainless Steel
2. Demonstrate GTAW of aluminum
3. Demonstrate GTAW of mild steel pipe

**Ben Bradbury - 3/14/16; 3/17/16**

**Joe Renda - Start of TIG Mod -3/14/16;**

**Assist TIG Teaching - 3/15/16;**

**TIG - Steel - 3/16/16**

**TIG - Steel - 3/22/16- Lap & Fillet**

**TIG -Steel - 3/24/16 - Lap & Fillet**

**TIG - Mild Steel - 4/5/16;**

**TIG - Mild Steel-Lap and T-joints-4/7/16**

**TIG - Mild Steel - 4/12/16**

**TIG - Mild Steel - Practice Test - 4/14/16**

**TIG - Mild Steel - Test Day - 4/19/16**

**TIG - Stainless and Aluminum - 4/21/16**

**TIG - Stainless and Aluminum - 4/26/16; 4/27/16;4/28/16;**

**TIG - Stainless and Aluminium-5/3/16; 5/5/16;5/10/16**

**TIG - Final ITest Day - 5/12/16**

**Jared Rogge - TIG - 4/13/16; 4/18/16;4/20/16; 4/29/16**

**TIG - 4/27/16; 5/2/16; 5/4/16; 5/9/16**

**TIG - 5/11/16; 5/16;16**

Joe Renda - Certification Practice - 5/12/16; 5/17/16; 5/18/16; 5/19/16;  
Certification Practice - 5/23/16; 5/24/16; 5/25/16;  
Certification Practice - 5/31/16; 6/1/16;

Brian Lee - Certification Work 6/6/16; 6/7/16

Ken Johnson - Certification Practice = 6/1/16; 6/9/16

Ken Johnson - Observe Advisory Board Meeting  
Pipe Welding - 5/18/16; 5/19/16;  
Pipe & TIG - 5/23/16  
TIG & Pipe - 5/16/16  
Pipe, TIG & Student Help - 5/31/16

Nick Peters - Ordering and Setting Up Purchase Order Training - Nick Peters - 1/4/16

Nick Peters - Ordering Parts for MIG and SWAM Welding - 1/11/16

Nick Peters - Ordering Parts - 1/25/16

Joe Renda - Shadow Ben Bradbury - 9/21/15; Prep on Machine Vclass welders

Ken Johnson - Computer Training - 5/26/16



*Sent from my Verizon Wireless 4G LTE Droid*

----- Forwarded message -----

From: Joe Renda <[jrenda@Auburncc.org](mailto:jrenda@Auburncc.org)>

Date: May 23, 2016 7:07 PM

Subject: materials Night welding class

To: Marcy Trew <[mtrew@Auburncc.org](mailto:mtrew@Auburncc.org)>

Cc:

Hello Marcy Will will be needing some 2 inch schedule 80 pipe, four sticks at 10' or 2 sticks at 20' may be less expensive. also we need a couple of boxes of 4- 1/2" flap style sanding wheels. I also was told by Jared that the Hydraulic sheer was not working properly but after testing it myself it works great but I would consider having a outside company take a look at both the shear and the Piranha cutter for Preventive maintenance I did have a conversation with Rich in maintenance on this subject and he said there was some talk about this being done but not sure where it was at. Thanks for your help.  
Ken Johnson



Member of the  
University System of Ohio

# ADULT WORKFORCE EDUCATION

## Course Schedule

### Fall 2016



Empower | Excel | Enrich

INNOVATE

Register Now

Online registration available anytime at [www.auburncc.org](http://www.auburncc.org)

Registration by phone: 440.357.7542

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community.

## Career Training Programs at Auburn Career Center

Auburn Career Center offers programs for adults who want to train for a new career! Careers from practical nursing to machining, electrical to welding, or even automotive. You can be ready to start a new career in as little as a few months! Most programs start in the fall; others start throughout the year.

### INDUSTRIAL MAINTENANCE

Tuition: \$6580 17ITP800P  
 Supply Fee: \$891 658 Hrs  
 Book Fee: \$300 6-10pm  
 Amatrol Activation Fee: \$150 Monday-Thursday

This course covers repair and maintenance of equipment in industrial facilities. Plant safety, rigging, blueprint reading, lubrication, bearings, pumps, hydraulics, pneumatics, mechanical drives, electricity, machining and welding are covered with a hands-on approach. OSHA 10 Hour General Industry Certification test is included. Tools and safety equipment may be required at an additional cost.

Financial Assistance & Monthly Payment Plans available. Call for more information on assistance at 440.357.7542.

### Introduction to Industrial Maintenance

Tuition: \$ 2600 17ITP800B  
 Supply Fee: \$171 260 Hrs  
 M-TH 6-10pm

Student will know safety procedures in maintenance and construction, welding, including general safety, electrical safety, tool safety and rigging. Includes a 10-hour OSHA Safety Program. Books and tools may be required at an additional cost.

### Industrial Maintenance: Machining I

Tuition: \$ 1000 17ITP800C  
 Supply Fee: \$144 100 Hrs  
 M-TH 5-9 pm

Student will have basic skills in blueprint reading, lathe and milling operations, and maintenance of the same. Includes a 10-hour OSHA Safety Program. Books and tools may be required at an additional cost.

### Industrial Maintenance: Machining II

Tuition: \$ 1000 17ITP800D  
 Supply Fee: \$144 100 Hrs  
 M-TH 5-9 pm

Student will be familiar with lathe and milling operations and maintenance of same. Includes a 10-hour OSHA Safety Program. Books and tools may be required at an additional cost.

### Industrial Maintenance: Hydraulics/Pneumatics

Tuition: \$750 17ITP800E  
 Supply Fee: \$144 75 Hrs  
 Book Fee: \$126 M-TH  
 Amatrol Activation Fee: \$150 6-10pm

Student will be familiar with hydraulic/pneumatic theory, pump & valve operation, hydraulic circuits. Includes a 10-hour OSHA Safety Program. Tools may be required at an additional cost.

### Industrial Maintenance: Mechanical Drives

Tuition: \$480 17ITP800FF  
 Supply Fee: \$144 48 Hrs  
 Book Fee: \$48 M-TH  
 Amatrol Activation Fee: \$150 6-10pm

Student will know fundamentals of mechanical drives, including power transfer, bushings, couplings, drives, gears and gear boxes. Includes a 10-hour OSHA Safety Program. Tools may be required at an additional cost.

### Industrial Maintenance: Motor Controls/PLC

Tuition: \$750 18ITP800G  
 Supply Fee: \$144 75 Hrs  
 Book fee: \$126 M-TH  
 Amatrol Activation Fee: \$150 6-10pm

Student will understand fundamentals of ladder logic, motor starters and motor relays. Includes a 10-hour OSHA Safety Program. Tools may be required at an additional cost.

### FACILITIES MAINTENANCE

Tuition: \$6520 17TP801P  
 Supply Fee: \$1138 652Hrs  
 Book Rental Fee \$75 M-TH 6-10pm

This course covers commercial and structure maintenance and repair, including safety, electrical, welding, carpentry, masonry, walls, windows, HVAC, plumbing, and roofing. Books, tools and safety equipment required at an additional cost. Includes a 10-hour OSHA Safety Program. Each student is responsible to have leather boots and safety glasses prior to the start of class.

Financial Assistance & Monthly Payment Plans available. Call for more information on assistance.

### Introduction to Facilities Maintenance

Tuition: \$2600 17ITP801B  
 Supply Fee: \$172 260 Hrs  
 Book Rental Fee \$75 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety, electrical, basic welding, carpentry including roofing, walls, flooring, and walls, masonry, window and door installs and repair, plumbing, and roofing. Includes a 10-hour OSHA Safety Program: Tools may be required at an additional cost. Each student is responsible to have leather boots and safety glasses prior to start of class.

### Facilities Maintenance: Basic Masonry

Tuition: \$760 17ITP801C  
 Supply Fee: \$138 76 Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in masonry. Includes a 10-hour OSHA Safety Program. Books and tools may be required at an additional cost. Each student is responsible to have leather boots and safety glasses prior to start of class.

### Facilities Maintenance: Basic Carpentry

Tuition: \$760 17ITP801D  
 Supply Fee: \$138 76 Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety, carpentry including roofing, walls, flooring. Includes a 10-hour OSHA Safety Program. Books and tools required at additional cost.

### Facilities Maintenance: Roofing Systems

Tuition: \$320 17ITP801E  
 Supply Fee: \$138 32 Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety and roofing. Includes a 10-hour OSHA Safety Program. Books and tools required at additional cost. Student is responsible to have leather boots and safety glasses prior to start of class.

### Facilities Maintenance: Residential Wiring

Tuition: \$480 17ITP801F  
 Supply Fee: \$138 48 Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety and residential wiring. Includes a 10-hour OSHA Safety Program. Books and tools required at additional cost. Student is responsible to have leather boots and safety glasses prior to start of class.

### Facilities Maintenance: Basic Plumbing

Tuition: \$520 17ITP801G  
 Supply Fee: \$138 52 Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety and plumbing. Includes a 10-hour OSHA Safety Program. Books and tools required at additional cost.

### Facilities Maintenance: Walk Door & Window Repair & Install

Tuition: \$480 17ITP801H  
 Supply Fee: \$138 48Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety, walls, window and door installs and repair. Includes a 10-hour OSHA Safety Program. Books and tools required at additional cost.

### Facilities Maintenance: HVAC

Tuition: \$600 18ITP801I  
 Supply Fee: \$138 60 Hrs  
 M-TH 6-10pm

This course provides training in light commercial and structural maintenance and repair, and includes training in basic safety and HVAC. Includes a 10-hour OSHA Safety Program. Books and tools required at additional cost. Student is responsible to have leather boots and safety glasses prior to the start of class.

To Register, call 440-357-7542 or visit us online at [www.auburncc.org](http://www.auburncc.org)

## ALUMINUM METAL MANUFACTURING

Tuition: \$6650  
 Supply Fee: \$975  
 OSHA Certification Fee \$25  
 Book Fee: \$175

17ITP202P2  
 665 Hrs  
 5-9pm  
 M-TH

Partnership with Kennametal Foundation and other leading manufacturers in the area delivers a state-of-the-art manufacturing training program. The course begins at Auburn and ends with an internship!

Financial assistance & monthly payment plans available. Call for more information on assistance.

## Manufacturing Machining I

Tuition: \$1000  
 Book Fee \$175  
 OSHA Certification Fee \$25  
 Supply Fee: \$375

17ITP202B  
 100 Hrs  
 5-9pm  
 M-TH

Introduction to machining. Topics include machining safety, machining math, basic blueprints, tolerances, machining processes, lathe and turning operations and milling operations.

## Manufacturing Machining II

Tuition: \$1000  
 Book Fee \$175  
 OSHA Certification Fee \$25  
 Supply Fee: \$375

17ITP202C  
 100 Hrs  
 5-9pm  
 M-TH

Level II topics in machining. Including advanced machining math topics, geometric dimensioning and tolerances, dimensional gauging, precision measuring tools, advanced cutting tools and processes, milling operations, turning operations. Prerequisite: Machining I

## Manufacturing CNC Operations

Tuition: \$1450  
 Fee \$175  
 OSHA Certification Fee \$25  
 Supply Fee: \$375

17ITP202D  
 145 Hrs  
 5-9pm  
 M-TH

Introduction to Computer Numerical Control (CNC) operations. Topics include use of Cartesian coordinate system, G codes, M codes, fundamentals of programming, subroutines, machine offsets, tool holders, loading programs, troubleshooting programs. Course includes hands on experience on HAAS CNC turning and milling centers. Prerequisite: Machining I & II

## Manufacturing Internship

Tuition: \$3200

17ITP202E  
 320 Hrs  
 7am-3pm  
 M - F

Student must complete Machining I, Machining II and CNC Operations modules.

## INDUSTRIAL ELECTRICAL TRAINING

Tuition: \$3520  
 Book Fee \$230  
 OSHA Certification Fee \$25  
 Amatrol Activation Fee: \$150

17ITP911P  
 320 Hrs  
 6-10 pm  
 M-TH

This course provides training in industrial electrical applications. Instruction consists of instructor led classroom, online topics, and hands-on learning with equipment. Learning is directed toward achieving the highly Recognized NIDA certification. OSHA 10 Hour General Industry Certification test is included. Tools and safety equipment may be required at an additional cost.

## Industrial Electrical Core DC & AC Topics

Tuition: \$1250  
 Book Fee \$46  
 OSHA Certification Fee \$25  
 Amatrol Activation Fee: \$150

17ITP911B  
 96 Hrs  
 6-10 pm  
 M-TH

Basic principles of electrical laws and theory as well as applications of those laws to actual AC and DC circuit applications. Ohm's Law, Kirchhoff's Law, Theorem's Theorem, and Norton's Theorem applied to basic electric circuits. Some basic algebra and trigonometry taught with application to electrical laws. Circuit analysis and application emphasized. Some tools required, request list from the Workforce Education Office. Each student is responsible to have a multi-meter and safety glasses prior to the start of class.

## Industrial Electrical Electronic Relay Controls

Tuition: \$290  
 Book Fee \$46  
 OSHA Certification Fee \$25  
 Amatrol Activation Fee: \$150

17ITP911C  
 24 Hrs  
 6-10 pm  
 M-TH

Electronic relay and motor control theory and application. Some basic algebra and trigonometry taught with application to electrical laws. Circuit analysis and application emphasized. Some tools required, request list from the Workforce Education Office. Each student is responsible to have a multi-meter and safety glasses prior to the start of class.

## Industrial Electrical Motor Controls

Tuition: \$1410  
 Book Fee \$92  
 OSHA Certification Fee \$25  
 Amatrol Activation Fee: \$150

17ITP911D  
 136 Hrs  
 6-10 pm  
 M-TH

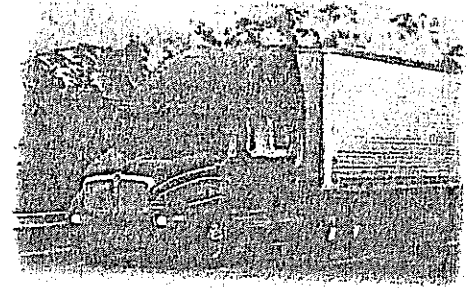
This course introduces the students to basic of motor and motor control design, application, installation and maintenance, protection and control. It describes the control operations and uses of each control product, its voltage, current and frequency ratings. Some tools required, request list from the Workforce Education Office. Each student is responsible to have a multi-meter and safety glasses prior to the start of class.

## Industrial Electrical Programmable Logic Controllers (PLCs)

Tuition: \$570  
 Book Fee \$46  
 OSHA Certification Fee \$25  
 Amatrol Activation Fee: \$150

17ITP911E  
 64 Hrs  
 6-10 pm  
 M-TH

Topics include PLC operation, programming languages & software, program analysis, interlock functions, input & output interfacing, multiple actuator even sequencing, timers, counters and more. Some tools required, request list from the Workforce Education Office. Each student is responsible to have a multi-meter and safety glasses prior to the start of class.

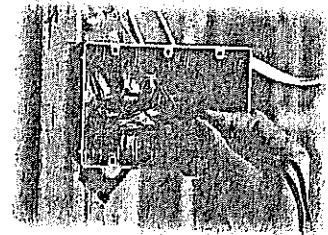


## Auburn-Great Lakes Truck Driving CDL

Tuition \$9,995  
 Book Fee: Included

17CDL100A  
 600 Hrs  
 7:30 am-6:00 pm  
 M-TH

This program is designed for individuals with no previous tractor-trailer experience who desire an extensive training program focusing on safe driving habits and skill development. This program includes classroom instruction designed to help students pass the CDL Knowledge Test, earn an OSHA 10 hour Construction Card, and IADC Rig Pass Card with SafelandUSA endorsement. This course prepares students for the CDL Skills Test and entry-level employment as a tractor-trailer driver. Students gain on-the-job experience within the program during a 280 hour externship.

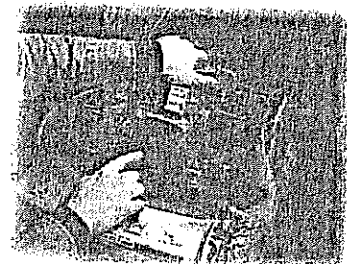


## RESIDENTIAL WIRING

Tuition \$500  
 Supply Fee \$138

17TR1848A  
 48 Hrs  
 T/TH 6-9pm

This course covers the basics of residential wiring, including boxes, runways, cabling, service panels, and NEC code applications. Books are an additional fee.

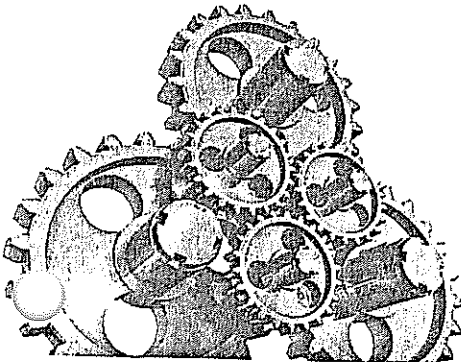


## SMALL ENGINE REPAIR

Tuition: \$500  
 Supply Fee: \$115  
 Book Fee: \$120

17TR1680A  
 48 Hrs  
 M/T 6-9pm

Training on repairing small engines. Lawn mower engines, motor boats and recreational vehicles. Work with engines, ignition systems, electrical circuits, fuel systems, two-stroke, four-stroke, and outboard engines.





## WELDING

Tuition: \$6500 17ITP913P  
OSHA Certification Fee: \$25 620 Hrs  
Supply Fee: \$575 5-9pm  
Certification Testing Fee: \$492 Monday-Thursday

This comprehensive program is designed to teach the fundamentals of the welding process. Includes welding safety, SMAW (stick), MIG, TIG, metal fusion, electrode, gas, and equipment selection. Safety glasses, helmet, welding coat, steel toe shoes and welding gloves required to enter class. Welding certificates available at an additional cost per test. (Welding Jacket, Welding Gloves, Welding Helmet, Boots, Chipping Hammer, wire brush, wire cutters, vise grips or channel locks.)

Financial assistance & monthly payment plans available. Call for more information on assistance.

## Welding - Stick Welding

Tuition: \$1300 17ITP913B  
OSHA Certification Fee: \$25 124 Hrs  
Supply Fee: \$115 5-9pm  
Certification Testing Fee: \$492 Monday-Thursday

Fundamentals of shielded metal arc welding, or "stick welding", including welding safety, selection of electrodes, power sources, and operation of SMAW for sheet metal and light plate steel applications. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required **BEFORE** starting class at an additional cost. (Welding Jacket, Welding Gloves, Welding Helmet, Boots, Chipping Hammer, wire brush, wire cutters, vise grips or channel locks.)

## Welding - Intermediate Stick Welding

Tuition: \$1300 17ITP913C  
OSHA Certification Fee: \$25 124 Hrs  
Supply Fee: \$115 5-9pm  
Certification Testing Fee: \$492 Monday-Thursday

Additional skills in shielded metal arc welding (stick welding), including applications to heavy plate steel, and other metals such as stainless, aluminum, intro to pipe. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required **BEFORE** starting class at an additional cost. (Welding Jacket, Welding Gloves, Welding Helmet, Boots, Chipping Hammer, wire brush, wire cutters, vise grips or channel locks.)

## Welding - MIG Welding

Tuition: \$1300 17ITP913D  
OSHA Certification Fee: \$25 124 Hrs  
Supply Fee: \$115 5-9pm  
Certification Testing Fee: \$492 Monday-Thursday

Fundamentals of gas Metal Arc Welding (MIG). Includes proper use of wire feed equipment, proper gas supply and ratios, and safety precautions specific to MIG welding. Intro to pulse-spray technique included. Ten hour OSHA Safety Certification is required and require online work outside of class. Tools and safety equipment required **BEFORE** starting class at an additional cost. (Welding Jacket, Welding Gloves, Welding Helmet, Boots, Chipping Hammer, wire brush, wire cutters, vise grips or channel locks.)

## Welding - TIG Welding

Tuition: \$1300 17ITP913E  
OSHA Certification Fee: \$25 124 Hrs  
Supply Fee: \$115 5-9pm  
Certification Testing Fee: \$492 Monday-Thursday

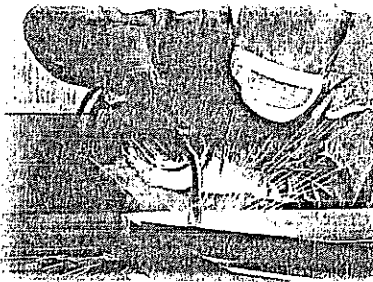
Fundamentals of Gas Metal Arc Welding (TIG). Includes proper use of wire feed equipment, proper gas supply and ratios, safety precautions specific to TIG welding, and introduction to pulse-spray technique. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required **BEFORE** starting class at an additional cost. (Welding Jacket, Welding Gloves, Welding Helmet, Boots, Chipping Hammer, wire brush, wire cutters, vise grips or channel locks.)

## Welding - Advanced Topics in Welding

Tuition: \$1300 17ITP913FF  
OSHA Certification Fee: \$25 124 Hrs  
Supply Fee: \$115 5-9pm  
Certification Testing Fee: \$492 Monday-Thursday

Selected topics in stick, MIG, TIG, oxyfuel, flux core arc, and other topics of student interest.

**Prerequisite:** Welding Certificate 1G, 2G, or 3G (or equivalent), or instructor approval.



## HVAC TECHNICIAN

Tuition: \$6300 17ITP909P  
Book Fee \$420 600 Hrs  
Supply Fee: \$405 6-10pm  
Tools: \$1500 Monday-Thursday

This comprehensive HVAC course covers electrical processes, refrigeration, cooling and A/C, heating, heat pumps, installation, air distribution, and hydronics. The EPA Section 608 Certification for CFC Refrigeration Recovery/Recycling and OSHA 10 Hour General Industry Certification tests are included.

Financial assistance & monthly payment plans available. Call for more information on assistance.

## HVAC - Safety & Electrical Processes

Tuition: \$840 17ITP909B  
Book Fee \$420 80 Hrs  
Supply Fee: \$58 6-10pm  
OSHA Certification Fee: \$25 Monday-Thursday  
Tools: \$1500

General Safety practices including electrical safety, use of refrigerants, pressure safety, tool safety, fastener safety, basic principles of electricity and magnetism, A/C, D/C current, circuit laws, measuring devices, proper use of automatic controls. A ten hour OSHA Safety Certification is required and will require online work outside of class.

## HVAC - Installation & Air Distribution

Tuition: \$840 17ITP909C  
Book Fee \$420 80 Hrs  
Supply Fee: \$58 6-10pm  
OSHA Certification Fee: \$25 Monday-Thursday  
Tools: \$1500

Basics of forced air systems, measuring devices, fans, ducting and plenum systems, dampers, insulation, sheet metal work, installation of residential heating and AC units. A ten hour OSHA Safety Certification is required and will require online work outside of class.

## HVAC - Heating Systems

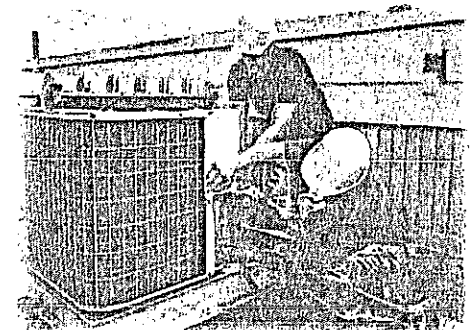
Tuition: \$1890 17ITP909D  
Book Fee \$420 180 Hrs  
Supply Fee: \$115 6-10pm  
OSHA Certification Fee: \$25 Monday-Thursday  
Tools: \$1500

Theory of heat flow, convection, radiation, conduction, heat and pressure, gas fired furnaces, oil furnaces, and electric heat. Fundamentals of hydronic heat including boilers, expansion tanks, pumps, valves and controls, and radiation options. A ten hour OSHA Safety Certification is required and will require online work outside of class.

## HVAC - Cooling, Air Conditioning & Heat Pumps

Tuition: \$2730 17ITP909E  
Book Fee \$420 260 Hrs  
Supply Fee: \$174 6-10pm  
OSHA Certification Fee: \$25 Monday-Thursday  
Tools: \$1500

Basic theory of refrigeration process, evaporators, compressors, condensers, types of refrigerants, refrigerant recovery, charging techniques, instrumentation. Basic theory of psychometrics, superheat and evaporative cooling, compressor applications, air movement and blowers, AC controls, troubleshooting and gage manifold use. Fundamentals of heat pump operation including air source heat pumps, geothermal heat pumps, and troubleshooting techniques. EPA's CFC refrigeration recovery/recycling certification (EPA608) included. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.



### **AUTOMOTIVE TECHNOLOGY**

Tuition: \$6000 17ITP902P  
Book Fee \$175 600 Hrs  
Supply Fee: \$690 6-10pm  
Tool Kit Fee: \$865 Monday-Thursday

This course covers the foundations of auto technology including diagnostics, troubleshooting, suspension, brakes, electrical and electronics, and engine performance. It provides ½ year credit towards time needed to take ASE Certification test. OSHA 10 Hour General Industry Certification test is included. Tools required at an additional cost.

Financial assistance & monthly payment plans available. Call for more information on assistance.

### **Automotive Technology: Routine Maintenance & Brakes**

Tuition: \$1320 17ITP902B  
Book Fee \$175 132 Hrs  
OSHA Certification Fee \$25 6-10pm  
Supply Fee: \$115 Monday-Thursday  
Tool Kit Fee: \$865

Basics of routine automotive maintenance: safety checks, oil changes, tires, general brake diagnosis, hydraulic system repair, drum and disc brakes, and power brakes. Students will gain actual hands-on experience in lab applications. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.

### **Automotive Technology: Suspension & Steering**

Tuition: \$880 17ITP902C  
Book Fee \$175 88 Hrs  
OSHA Certification Fee \$25 6-10pm  
Supply Fee: \$115 Monday-Thursday  
Tool Kit Fee: \$865

Fundamentals of suspension and steering systems for autos and light trucks, including tie rods, steering arms, ball joints, kingpins, springs, alignment, independent suspension systems, rack and pinion, and four wheel drive systems. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.

### **Automotive Technology: Electrical & Electronics**

Tuition: \$1320 17ITP902D  
Book Fee \$175 132 Hrs  
OSHA Certification Fee \$25 6-10pm  
Supply Fee: \$115 Monday-Thursday  
Tool Kit Fee: \$865

Fundamentals of electrical systems in autos and light trucks, including batteries, starters, alternators, wiring harnesses, wiring diagrams, electronic fuel injection, electronic/computer modules, troubleshooting procedures. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.

### **Automotive Technology: Engine Repair**

Tuition: \$920 17ITP902E  
Book Fee \$175 92 Hrs  
OSHA Certification Fee \$25 6-10pm  
Supply Fee: \$115 Monday-Thursday  
Tool Kit Fee: \$865

Fundamentals of diagnostics of engine noises, vibrations, coolant, exhaust cylinder diagnostics, cylinder head repair, valve assembly and repair, engine block disassembly, oil system diagnostics and repair, and cooling system diagnostics and repair. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.

### **Automotive Technology: Engine Performance**

Tuition: \$1000 17ITP902F  
Book Fee \$175 100 Hrs  
OSHA Certification Fee \$25 6-10pm  
Supply Fee: \$115 Monday-Thursday  
Tool Kit Fee: \$865

Fundamentals of engine diagnostics including noise, coolant, exhaust, oil analysis, vacuum/pressure testing, engine timing, scan tool use, emissions troubleshooting, Ignition systems, filter maintenance, injector maintenance and troubleshooting. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.

### **Automotive Technology: Heating & Air Conditioning**

Tuition: \$560 17ITP902G  
Book Fee \$175 56 Hrs  
OSHA Certification Fee \$25 6-10pm  
Supply Fee: \$115 Monday-Thursday  
Tool Kit Fee: \$865

Diagnostics and troubleshooting of heating and air conditioning systems, refrigerant systems handling, compressor replacement/repair, radiator and heater core replacement/repair, electrical heating/AC controls diagnostics and repair. A ten hour OSHA Safety Certification is required and will require online work outside of class. Tools and safety equipment required at an additional cost.



### **AUBURN PRACTICAL NURSING**

Tuition/Book/Fees: \$13,950 1200 Hrs  
Nursing IPAD Fee \$400

M-F 4:30 pm-10:00 pm 17HEA500

A hands-on learning approach to training will prepare you for your state board credentialing exam for LPN. Focuses on delivering high quality nursing care to clients in any stage of wellness or illness. As part of Auburn's Health Career Pathway Partnership with Lakeland Community College, students who complete the program will be able to continue their career pathway education in Lakeland's Associate Degree program.

Financial assistance & monthly payment plans available. Call for more information on assistance.

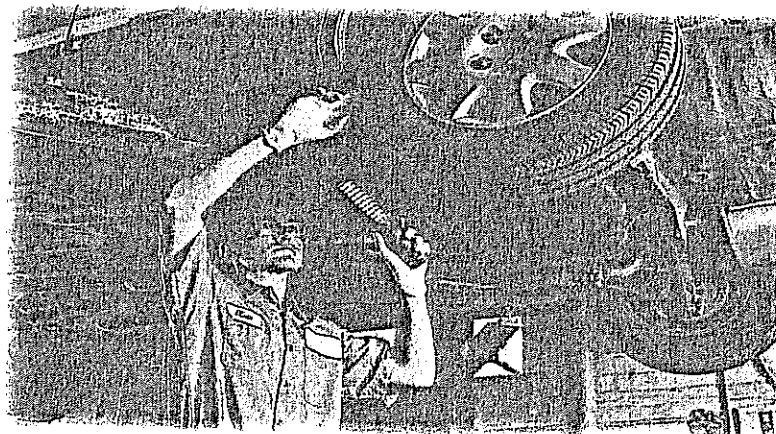
### **LEARN MORE AT AN INFORMATION SESSION**

Call to Register:  
440-357-7542

### **HEALTHCARE READINESS**

Tuition: FREE 36 Hrs  
M/W 9am-12pm

Prepare for healthcare career training programs by studying academic content that provides the foundation.





**EMT BASIC**  
ODPS #302

Tuition: \$1084  
Book Fee \$200  
Uniform Shirts \$90

17HEA205A  
220 Hrs  
6-10pm  
Tuesday-Thursday

The Emergency Medical Technician program prepares students to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician is a link from the scene to the emergency health care system. Successful completion of the program allows the graduate to take the National Registry of Emergency Medical Technicians certification examination. This EMT-Basic Program is accredited by the Ohio Division of EMS and meets the NEW National EMT Curriculum. An additional 24 hours clinical time is required. Additional Fees may apply for immunizations, fingerprints and certification testing.

**PARAMEDIC**  
ODPS #802

Tuition: \$6000  
Book Fee \$675  
Uniform Shirts \$90  
CoAEMSP Testing Fee \$100

17PAR910B  
1010 Hrs  
M/W 6-10pm

SATURDAYS 8 am -5pm (Every other)

This intensive, 1010-hour class-hour course meets the new National Standard Curriculum for Paramedic. It is a comprehensive, rigorous State of Ohio accredited program designed to take a Basic or Intermediate EMT to the next level in the EMS or firefighting career. The course integrates online, classroom, practical, and clinical experiences to provide refinement of skills learned. Successful completion of this exam is necessary for State of Ohio Paramedic certification. This program currently holds a letter of review from CoAEMSP. For information, call Career Resources at 440-357-7542.

Financial assistance & monthly payment plans available. Call for more information on assistance.

Prerequisite: EMT-Basic or Intermediate EMT.

**EMT REFRESHER (VILT)**

Tuition: \$250

17HEA300A  
17HEA300B  
30 Hours  
8:00 am-5:00 pm  
Monday-Sunday

The Ohio EMT Refresher Training Program is a State of Ohio virtual instructor led training program designed to refresh EMT skills. The course covers the transition material required to become a nationally registered EMT. Emergency Medical Technicians who successfully complete this course must demonstrate competency through written and practical testing over the knowledge and psychomotor skills outlined in this refresher training program prior to receiving a certificate of completion. The course includes 30 hours online content and an 8 hour skills verification session.

**ADVANCED EMT REFRESHER (VILT)**

Tuition: \$300

17HEA400A  
17HEA400B  
40 Hours  
8:00 am-5:00 pm  
Monday-Sunday

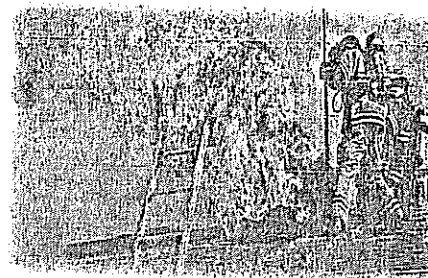
The Ohio AEMT Refresher training program is a State of Ohio virtual instructor led training program designed to refresh advanced EMT skills. The Ohio AEMT Refresher Training Program is divided into the following subject areas: Airway Management & Ventilation, Medicine, Cardiology, Medical Emergencies, Trauma Issues, Special Populations, Obstetrics & Gynecology, Pediatric Issues, Geriatric Issues and EMS Preparatory and Operations. Advanced Emergency Medical Technicians who successfully complete this course must demonstrate competency through written and practical testing over the knowledge and psychomotor skills outlined in this refresher training program prior to receiving a certificate of completion. The course contains 40 hours of online content and one 8 hour skills verification session.

**PARAMEDIC REFRESHER (VILT)**

Tuition: \$350

17PAR900A  
17PAR900B  
48 Hours  
8:00 am-5:00 pm  
Monday-Sunday

The didactic portion of the Ohio Paramedic Refresher Training Program is a State of Ohio virtual instructor led training program designed to refresh Paramedic skills. The Ohio Paramedic Refresher Training program consists of 48 hours of online content and one 8 hour skills verification session. Paramedics who successfully complete this course must demonstrate competency through written and practical testing over the knowledge and psychomotor skills outline in this refresher training program prior to receiving a certificate of completion.

**FIREFIGHTER I & II**  
ODPS #302

Tuition: \$1650  
Book Fee \$150  
Rental Gear Fee \$400  
Certification Test Fee \$25

17FIR240A  
260 Hrs  
Thursday 6:30-10pm  
Sunday 8am-5pm

Firefighter I & II training and education program are designed to train the student for an entry-level position into the fire service. A student who has successfully completed the Firefighter I & II course will be eligible to take the certification examination. Classes are held on Thursdays and Sundays. Students will also meet on some Fridays and Saturdays. For information, call Career Resources at 440.357-7542.

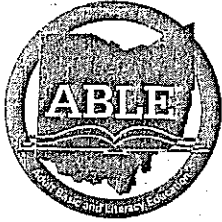
**VOLUNTEER FIREFIGHTER**  
ODPS #302

Tuition: \$495  
Book Fee \$120

17FIR036  
40 Hrs  
Tuesday 6-10 pm

After successful completion of the thirty-six hour Ohio Volunteer Firefighter's Course, students are eligible to take the state exam for Volunteer Firefighter as recognized in the Ohio Revised Code. The Volunteer Firefighting course provides the basic elements upon which Firefighters can begin to build their training portfolio and assist in firefighting operations with their Fire Departments. Student must be 18 years of age and out of high school. This class contains strenuous physical activity. Physical required by first class.





# Auburn Career Center ABL/ED Program

Auburn's ABL Program provides **FREE** services for:

**GED Preparation:** classes to prepare for the Official GED test.

**Employment Skills:** brush up on math and reading skills.

**English for Speakers of Other Languages (ESOL):** language classes to learn to speak, read, and write English.

**Distance Education:** work from home in addition to class time.

ABLE classes are offered mornings and evenings at various locations throughout Lake and Geauga Counties. See our website for location schedules at [www.auburncc.org](http://www.auburncc.org).

You must attend an Orientation Session before beginning classes. You may attend Orientation at any location, regardless of where you plan to attend class. **Exception:** all ESOL Orientations are held at our Painesville ABL Site.

**Call for orientation dates, locations, and times or view the schedule on our website**

**Call today to schedule an orientation session 440-358-8027.**

To be eligible for classes, a student must be 19 years of age. Students 16-17 years of age must meet the age exceptions listed in the Ohio Administrative Code. Call for details.

## **GED Information**

The GED test is a computer based test that must be taken at an official testing center.

Auburn Career Center is an OFFICIAL TESTING CENTER. Auburn can also issue you a state voucher for \$80 that will help cover the \$120 cost of the test. You will only pay \$40.

Many students ask how long they will need to attend class in order to take the Official GED test. This depends on your skill level, how often you attend, and personal circumstances.

## **ESOL Information**

Classes for English Speakers of Other Languages are only held at our Painesville ABL Site. You can call that site at 440-354-5551 to schedule an orientation date and time.

**Classes are held at the following sites in Lake and Geauga County**

Auburn Career Center  
Cardinal Board of Education  
Lakeland Community College  
Madison High School  
McKinley Community Center  
Ohio Means Jobs-Geauga County  
Painesville ABL Site

# GUIDELINES AND POLICIES

## ACCREDITATION

Auburn Career Center is accredited by the Commission of the Council on Occupational Education. Council on Occupational Education, 7840 Roswell Road, Building 300, suite 325, Atlanta GA 30350. Telephone: 770-396-3898, [www.council.org](http://www.council.org)



## PROGRAMMATIC ACCREDITATION

The Auburn Practical Nursing program complies with the Ohio Board of Nursing guidelines as set forth in the Ohio Administrative Code, Chapter 4723-5. The Ohio Board of Nursing is located at 17 South High Street, Suite 400, Columbus, Ohio 43215-3413. Telephone: (614) 466-3947

The EMT Basic program complies with the Ohio Department of Public Safety and was granted a Certificate of Accreditation to conduct Emergency Medical Services Education Programs in the State of Ohio under Ohio Revised Code Section 4765.17.

The Paramedic program complies with the Ohio Department of Public Safety and was granted a Certificate of Accreditation to conduct Emergency Medical Services Education Programs in the State of Ohio revised Code Section 4765.17.

## ELIGIBILITY FOR ADULT EDUCATION PROGRAMS

Admission to Auburn Career Center Workforce Education is open to: (1) High school graduates from regionally accredited or state approved high schools. (2) Persons hold a General Education Development High School Equivalency Diploma (GED). (3) Out of school applicants age 16 years of age or older with no high school diploma. Some exclusions apply depending on program. (4) High school students 16 years of age or older with written permission from parents and school principal prior to registration.

Students seeking admittance into Full-time classes are responsible for completion of the WorkKeys placement test prior to registering for courses. The assessment is given at Auburn Career Center and must have been taken within the last two years in order for the scores to be valid. An appointment can be made by contact 440.357.7542 ext. 8278. WorkKeys score requirements vary by program.

## HOW TO REGISTER

- **Phone:** To register by phone, call 440.357.7542. Phone registrations will be accepted using Visa, MasterCard or Discover only.
- **Walk In:** To register in person, come to the Adult Workforce Education Office Monday – Friday.
- **Mail:** Just complete the printable [enrollment application](#) and return along with your check, money order or Visa, MasterCard or Discover information to:  
Auburn Career Center  
Attention: Adult Workforce Education  
8140 Auburn Road  
Concord Twp., Ohio 44077
- **Fax:** Complete the printable registration form including Visa, MasterCard or Discover information and fax it to 440.358.8012.
- **Online Registration:** Register online at [www.auburncc.org](http://www.auburncc.org) - Adult

The Auburn Vocational School District affirms that no person shall, on the basis of race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, status as a parent, religion, military status, ancestry, marital status or political affiliation be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activities conducted under its auspices. This shall extend to employees therein and admissions thereto. Inquiries concerning the application of this policy may be referred to the Superintendent or designated coordinator. The policy prevails in all Board policies concerning school employees and students. Complaints, questions or requests for information regarding Title VI (race, color and national origin), Title IX (sex), Section 504 (disability) should be directed to the Compliance officer at 440.357.7542.

## FINANCIAL AID (FOR THOSE WHO QUALIFY)

Programs that are 600 Hours or more are eligible for Federal Financial Aid. Students need to submit a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov), using Auburn Career Center's school code 03051400 on the application. Three days after submitting your FAFSA contact Shelley Barto 440-357.7542 ext. 8326 and set up a Financial Aid appointment to discuss eligibility.

Auburn Career Center offers the following Federal Title IV funding: Pell Grants and Direct Loans: Subsidized and Unsubsidized Stafford Loans and Parent Plus Loans for dependent students. Direct Loans: Student loans must be repaid. Repayment starts 6 months after completing or withdrawing from the program. For further information, visit [www.direct.ed.gov](http://www.direct.ed.gov).

Students withdrawing who receive Federal Financial Aid may not be eligible for all funding that was scheduled. Calculations will be made using the Return of Title IV Funds policy, which is mandated by the U.S. Department of Education. Students may end up owing money out of pocket to Auburn Career Center. The Financial Aid office will process Workforce Investment Act (WIA) funding and scholarships.

Adult Students at Auburn Career Center are covered under the Family Educational Rights and Privacy Act (FERPA).

To remain Financial Aid eligible students must make Satisfactory Academic Progress. Program attendance and GPA requirements must be met.

## VETERANS BENEFITS

Some Career Training programs have been approved by the State of Ohio Approving Agency. Contact the Financial Aid Office at 440.357.7542, ext. 8326, Shelley Barto for further information.

## TUITION

Due at time of registration. Students assume full responsibility for the entire amount of the tuition and fees upon registration. Payment plans for career development programs are offered as a courtesy. Withdrawing from a program during the term of the payment plan does not void the responsibility to pay the full tuition. All tuition is subject to change. An outstanding balance remaining on account may be referred to the Ohio Attorney General's Debt collection Program.

## AUBURN CERTIFICATES

Students will receive a career and technical certificate from the Auburn Career Center if they meet the requirements set forth by the Ohio Board of Regents and local Board Policy, and when applicable, the Ohio Board of Nursing or other state regulatory agency. Passing a vocational course does not necessarily qualify a student to receive the career and technical certificate. Students must also have satisfactory academic progress and satisfactory attendance in order to qualify for a certificate.

## EXCESSIVE ABSENCE

If a student exceeds the 10% absence disqualification benchmark they will not receive a Career Portfolio or an Auburn Career Center Certificate of Completion. A student exceeding the 90% limit may also be withdrawn from the program at the discretion of the Workforce Education Supervisor or Director of Adult Workforce Education.

A student who misses more than 15% of the total required hours for a module will be immediately withdrawn from the module and/ or the program.

# GUIDELINES AND POLICIES

## INTERNET USAGE

Students accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

## TEXTBOOKS

Unless specified, textbook fees are not included in the cost of the program. Textbook prices are subject to change without notice.

## STATEMENT OF LIABILITY

Auburn Career Center shall not be held liable for any injury(s) to individuals while on Auburn Career Center properties or any loss(es) and/or damage(s) to an individual's property that may occur while on Auburn Career Center properties. All students are responsible for following safety codes and procedures related to individual study courses. Students are expected to respect and adhere to school policies and course regulations. All students enrolled in any program at Auburn Career Center are expected to display good conduct and self-discipline.

## WITHDRAWAL AND REFUND POLICY

To officially withdraw from a class or program the student must complete the Workforce Education Withdrawal Form, located in the Adult Workforce Education Office.

Students may withdraw and receive a full refund prior to the first day of class. After classes begin, the tuition refund is as follows:

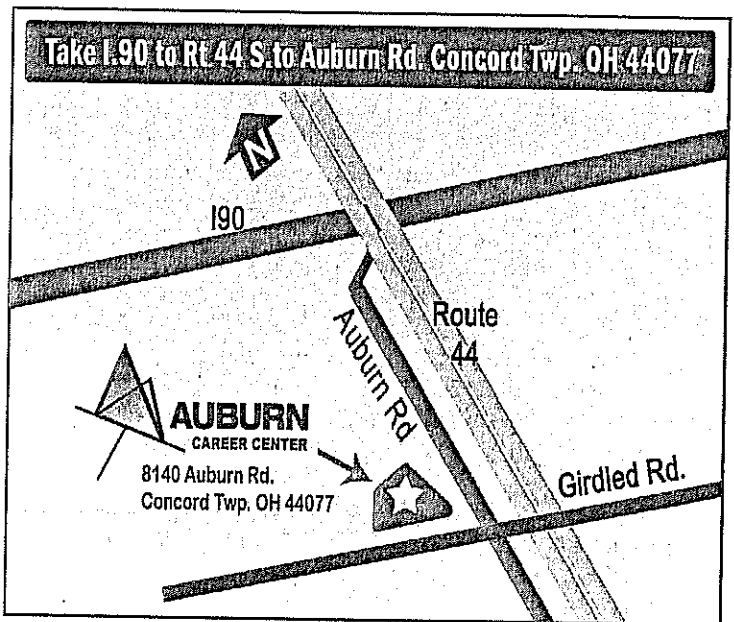
Class	Full Refund	50% Refund	No Refund
Or 2 day classes	Prior to the first class	n/a	n/a
Up to 8 week classes	Prior to the first class	During first week of class	After first week of class
8 to 16 week classes	Prior to the first class	During first week of class	After first week of class
Greater than 16 week classes	During first week of class	During second week of class	After second week of class

## CLASS CANCELLATIONS

Classes may be cancelled if the minimum enrollment is not met. Auburn's Adult Education Program reserves the right to cancel, discontinue, postpone or combine courses before or after the first scheduled class. Students enrolled in a class that is cancelled will be contacted by phone and have the option to transfer to another class or receive a full refund. Refunds will be issued within four weeks. Auburn cannot assume responsibility for any conflict in business or personal affairs that result from class cancellations.

## SCHOOL CLOSINGS

The Adult Workforce Education Department of Auburn Career Center adheres to a school calendar for scheduled holidays. The calendar may be accessed at the school website or by asking for a copy from the Workforce Education Office. Unscheduled school closings will be announced over television stations or online. Our school closing announcements will be listed as Auburn Career Center Workforce Education. Unscheduled class cancellations occur mainly during the winter months. Workforce Education classes do NOT necessarily follow the high school protocols. Students should use their discretion to determine if weather conditions preclude attending class. Students who choose not to attend when Auburn remains open will be counted absent.



**Campus located near Interstate 90 & Route 44.  
Just 15 minutes from I271 & I90 East to Route 44  
and Auburn Road in Concord Twp. OH 44077**

**Register now!**

**[www.auburncc.org](http://www.auburncc.org)**

## GET YOUR COMPANY CONNECTED FOR WORKFORCE TRAINING

You need qualified workers and our training supports business and industry. Connect YOUR business with a workforce training partnership! Join the many businesses who are already working with Auburn Training, Internships, Learning Lab Sponsorship, Donations, Scholarships, Career and Industry Advisory Councils. Consider developing a customized training or a pre-employment training plan. Train employees and accelerate your business. Call 440.357.7542.

Industrial Maintenance	Electrical, Electronics, PLCs
CNC Manufacturing	Welding
Blueprint Reading	Computers Applications
Automotive Technology	HVAC and more!

### BUSINESS PARTNERS

There are many ways to become a partner with Auburn Career Center including: Career Field Experience, Classroom Speaker, Company Tours, Advisory Committee Member and Internship/Mentorship.

If you would like more information on how your business can benefit, please contact Michelle Rodewald at 440-357-7542 for more information.

NON-PROFIT ORG  
U.S. POSTAGE  
PAID  
PERMIT NO. 585  
PAINESVILLE, OH

Auburn Career Center  
8140 Auburn Rd.  
Concord Twp., OH 44077

### ATTENTION PARENTS OF HIGH SCHOOL STUDENTS

High school students can also enroll at Auburn Career Center for one half of the day career training classes. These classes provide hands-on project based learning, internships with leading companies and FREE college credit!

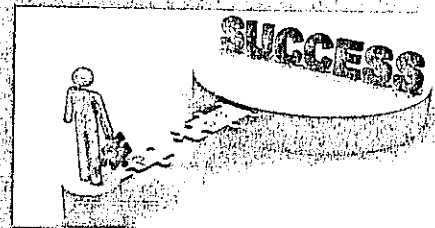
Apply today and help them prepare for college and the workforce.  
Call our High School Enrollment Specialists 440.357.7542.

[www.auburncc.org](http://www.auburncc.org)

### AUBURN ALUMNI

Are you Auburn Alumni? If so, please take a moment and join Auburn Career Center's Alumni Association. The registration form is located on our website at [www.auburncc.org](http://www.auburncc.org).

Like our facebook page: Auburn Career Center Alumni.



**Ohio**  
John R. Kasich, Governor  
Jim Petro, Chancellor

University System of Ohio  
Board of Regents



ADULT WORKFORCE EDUCATION  
GUEST SPEAKER REQUEST FORM

Date Submitted: 6-8-2016

Instructor: Adult Welding

Course: Adult Welding

Date and Time of Presentation: 6-8-2016 5:25pm - 7:10pm

Speaker's Name, Title: Isaac Rosenwald

Speaker's Affiliation: All Type Welding + Fabrication

Speaker's Phone Number/: 440-655-0671

Location of Presentation: Welding Classroom

What area of the Course of Study will this speaker enrich? Blueprint reading / Welding Symbols

DATED 6.21.16

APPROVED BY Mary R. Jones  
Director, Adult Workforce Education

Office use only

- Requisition
- Sign In Sheet
- Guest Speaker Request binder



Guest Speaker Participation

6-8-2016  
 Adult Welding  
 (Jau Robinson)  
 Speaker

PRINT NAME	SIGN NAME
Ryan Myers	Ryan Myers
Crystal Jacobs	Crystal Jacobs
MIKE BUCHANAN	MIKE BR

# COE Advisory Meeting Check List

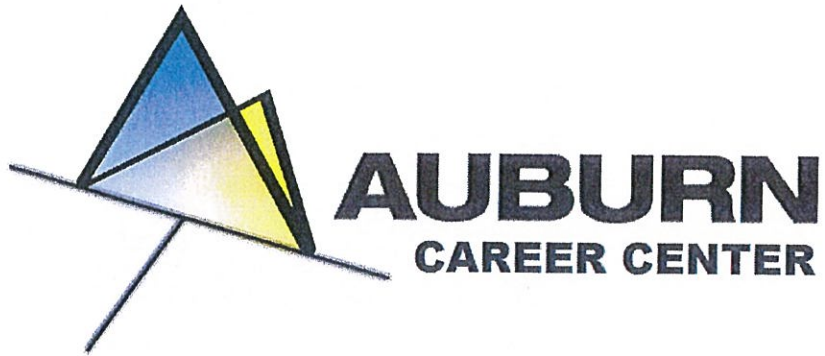


	Criteria	Date	Initial
1	Review of Institutional Mission Statement		
2	Review of Program Mission		
3	The objectives and content of programs are current		
4	Three potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program.		
5	Review the length and the tuition of each program in relation to the documented entry level earnings of completers.		
6	Review of academic competencies and occupational skills as integrated into the instructional program for each occupational area.		
7	Review instructional program provides instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.		
8	Review of sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation.		
9	Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee must be composed of individuals external to the institution and must consist of a minimum of three members who represent the geographical service area.		
10	Individuals must have expertise in the occupational areas taught by the program.		
11	Meetings must be held twice annually		
12	Meetings must have two members physically present at each meeting and keep minutes to document their activities and recommendations.		

## COE Advisory Meeting Check List



	Criteria	Date	Initial
13	Occupational advisory committess review must be held annually, the appropriateness of the type of instrucion (lecture, laboratory, work-based instrucion, and/or mode of delivery) offered within each program.		
14	Job related health, safety and fire-prevention are an integral part of instruction.		
15	Review skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.		
16	Review all instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests and other instructional materials.		



## *Attachment Item #12*

# Render Financial Reports

Auburn Career Center  
Cash Fund Balance Report  
May 31, 2016

A

Fund	Description	FY Beginning Fund Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
001	General Fund	\$ 4,109,324.93	\$ 389,660.68	\$ 8,738,832.29	\$ 504,631.59	\$ 7,307,671.99	\$ 5,540,485.23	\$ 501,189.03	\$ 5,039,296.20
002	Bond Retirement	-	-	-	\$ 407,847.97	\$ 475,662.38	\$ (475,662.38)	-	\$ (475,662.38)
003	Permanent Improvement Fund	\$ 1,477.10	-	-	\$ 1,477.10	\$ 1,477.10	-	-	-
004	Building	-	-	\$ 560.46	\$ (122,006.50)	\$ 63,752.00	\$ (63,191.54)	\$ 67,613.31	\$ (130,804.85)
006	Food Service	\$ 261.22	\$ 14,846.60	\$ 188,455.16	\$ 21,311.85	\$ 214,436.84	\$ (25,720.46)	\$ 12,142.97	\$ (37,863.43)
009	USSF	\$ 10,196.82	-	-	-	-	\$ 10,196.82	-	\$ 10,196.82
011	Rotary	\$ 91,779.53	\$ 7,736.78	\$ 29,457.20	\$ 2,607.75	\$ 28,307.98	\$ 92,928.75	\$ 8,019.06	\$ 84,909.69
012	Adult Education	\$ 202,398.73	\$ 90,923.62	\$ 1,491,959.96	\$ 110,988.55	\$ 1,478,381.42	\$ 215,977.27	\$ 85,829.85	\$ 130,147.42
014	Rotary Internal Service Fund	\$ 2,389.53	\$ 470.12	\$ 1,693.15	\$ (1.38)	\$ 3,174.59	\$ 908.09	\$ 282.50	\$ 625.59
018	Principal Fund	\$ 1,550.67	-	\$ 25,000.00	\$ 18,928.96	\$ 36,364.83	\$ (9,814.16)	\$ 1,458.23	\$ (11,272.39)
019	Trust Fund-Camp Discovery	\$ 141,249.52	\$ 7,683.00	\$ 490,436.24	\$ 49,797.02	\$ 174,822.99	\$ 456,862.77	\$ 19,922.27	\$ 436,940.50
022	Scholarships	\$ 13,168.19	-	\$ 55,483.09	-	\$ 53,107.00	\$ 15,544.28	\$ 2,000.00	\$ 13,544.28
024	Employee Self Insurance Fund	\$ 4,589.10	-	\$ 30,000.00	\$ 2,397.49	\$ 21,500.90	\$ 13,088.20	\$ 13,008.49	\$ 79.71
031	Underground Storage Tank Fund	-	-	-	-	-	-	-	-
200	Student Activity Fund	\$ 83,858.68	\$ 14,918.22	\$ 79,436.70	\$ 30,525.62	\$ 78,574.22	\$ 84,721.16	\$ 4,024.33	\$ 80,696.83
451	Data Communication Fund	-	-	\$ 1,800.00	-	\$ 1,800.00	-	-	-
501	ABLE Literacy Fund	-	\$ 10,367.40	\$ 189,486.45	\$ 29,379.70	\$ 218,996.05	\$ (29,509.60)	\$ 19,866.14	\$ (49,375.74)
524	VEPD Secondary and Adult Fund	-	-	\$ 224,303.60	\$ 85,758.96	\$ 311,994.89	\$ (87,691.29)	\$ 26,034.00	\$ (113,725.29)
573	Title V Innovative Grants	-	-	-	-	-	-	-	-
584	Drug Free Grant Fund	-	-	-	-	-	-	-	-
590	Improving Teacher Quality	-	-	\$ 3,411.29	-	-	\$ 3,411.29	-	-
599	Miscellaneous Fed Grants (REAP)	-	\$ 27,406.32	\$ 27,406.32	\$ 28,770.27	\$ 28,770.27	\$ (1,363.95)	\$ 2,909.94	\$ (4,273.89)
Grand Totals		\$ 4,662,244.02	\$ 564,012.74	\$ 11,577,721.91	\$ 1,172,414.95	\$ 10,502,206.74	\$ 5,737,759.19	\$ 764,300.12	\$ 4,973,459.07

This is an unaudited financial report.



Auburn Career Center  
Appropriation Account Summary  
5/31/16

B

Fund	Dec Description	FYTD Appropriated	Carryover Encumbrances	FYTD Expendable	FYTD Expenditures	MTD Expenditures	Encumbered	FYTD Remaining	Percent Exp/Enc
001	General Fund	\$ 9,014,556.40	\$ 598,965.38	\$ 9,613,321.78	\$ 7,307,671.99	\$ 504,631.59	\$ 501,189.03	\$ 1,804,460.76	81.23%
002	Bond Retirement	\$ 475,696.00	\$ -	\$ 475,696.00	\$ 475,662.38	\$ 407,847.97	\$ -	\$ 33.62	99.99%
003	Permanent Improvement	\$ 1,477.10	\$ -	\$ 1,477.10	\$ 1,477.10	\$ -	\$ -	\$ -	100.00%
004	Construction	\$ 1,330,000.00	\$ -	\$ 1,330,000.00	\$ 63,752.00	\$ (122,006.50)	\$ 67,613.31	\$ 1,198,634.69	0.00%
006	Lunchroom Fund	\$ 244,124.00	\$ -	\$ 244,124.00	\$ 214,436.84	\$ 21,311.85	\$ 12,142.97	\$ 17,544.19	92.81%
009	Uniform School Supply Fund	\$ 10,196.82	\$ -	\$ 10,196.82	\$ -	\$ -	\$ -	\$ 10,196.82	0.00%
011	Customer Service Fund	\$ 121,236.73	\$ -	\$ 121,236.73	\$ 28,307.98	\$ 2,607.75	\$ 8,019.06	\$ 84,909.69	29.96%
012	Adult Education Fund	\$ 1,801,827.58	\$ 24,056.27	\$ 1,825,883.85	\$ 1,478,381.42	\$ 110,988.55	\$ 85,829.85	\$ 261,672.58	85.67%
014	Rotary Internal Service Fund	\$ 2,562.79	\$ 1,519.89	\$ 4,082.68	\$ 3,174.59	\$ (1.38)	\$ 282.50	\$ 625.59	84.68%
018	Principal Fund	\$ 26,550.67	\$ -	\$ 26,550.67	\$ 36,364.83	\$ 18,928.96	\$ 1,458.23	\$ (11,272.39)	142.46%
019	Other Grants	\$ 506,239.02	\$ 108,719.74	\$ 614,958.76	\$ 174,822.99	\$ 49,797.02	\$ 19,922.27	\$ 420,213.50	0.00%
022	Scholarships	\$ 75,995.19	\$ 3,128.00	\$ 78,523.19	\$ 53,107.00	\$ -	\$ 2,000.00	\$ 23,416.19	70.18%
024	Employee Benefits	\$ 34,589.10	\$ -	\$ 34,589.10	\$ 21,500.90	\$ 2,397.49	\$ 13,008.49	\$ 79.71	99.77%
200	Student Activities	\$ 163,295.38	\$ -	\$ 163,295.38	\$ 78,574.22	\$ 30,525.62	\$ 4,024.33	\$ 80,696.83	50.58%
451	School Net Connectivity	\$ 1,800.00	\$ -	\$ 1,800.00	\$ 1,800.00	\$ -	\$ -	\$ -	100.00%
501	ABLE Literacy Fund	\$ 279,989.33	\$ -	\$ 279,989.33	\$ 218,996.05	\$ 29,379.70	\$ 19,866.14	\$ 41,127.14	85.31%
524	VEPD Secondary and Adult	\$ 337,104.71	\$ -	\$ 337,104.71	\$ 311,994.89	\$ 85,758.96	\$ 26,034.00	\$ (924.18)	100.27%
590	Improving Teacher Quality	\$ 3,506.04	\$ -	\$ 3,506.04	\$ 3,411.29	\$ -	\$ -	\$ 94.75	97.30%
599	REAP	\$ 32,571.00	\$ -	\$ 32,571.00	\$ 28,770.27	\$ 28,770.27	\$ 2,909.94	\$ 890.79	97.27%
	<b>Grand Total</b>	\$ 14,462,517.86	\$ 736,389.28	\$ 15,198,907.14	\$ 10,502,206.74	\$ 1,172,414.95	\$ 764,300.12	\$ 3,932,400.28	74.13%

Percent Expended/Enc is the calculation of expended plus encumbered divided by FYTD Expendable  
This is an unadited financial statement



**Auburn Career Center**  
**Monthly History Comparison-General Fund**  
 May 31, 2016

C

	Monthly Comparison		Annual Comparison		Budget 2016	Remain 2016	Budget Expended		
	May FY14	May FY15	May FY16	Avg Chg				Actual 2014	Actual 2015
<b>Revenue</b>									
Real Estate	\$ 5,082,016	\$ 5,398,396	\$ 4,612,462	-4.2%	\$ 4,618,415	\$ 5,398,396	\$ 4,481,187	\$ (131,275)	103%
Commercial	\$ 361,398	\$ 399,421	\$ 880,675	65.9%	\$ 750,712	\$ 399,421	\$ 880,675	\$ (0)	100%
Tangible Personal (PU)	\$ 143,591	\$ -	\$ 412,393	#DIV/0!	\$ 368,464	\$ -	\$ 398,000	\$ (14,393)	104%
Gen Tan & Exempt	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Foundation	\$ 1,774,141	\$ 1,803,871	\$ 1,866,946	2.6%	\$ 1,911,053	\$ 1,976,358	\$ 1,980,000	\$ 113,054	94%
PU Reimb	\$ 4,359	\$ -	\$ -	#DIV/0!	\$ 4,359	\$ -	\$ -	\$ -	#DIV/0!
Tang Tx Rep/Casino	\$ -	\$ -	\$ -	#DIV/0!	\$ 65,858	\$ -	\$ -	\$ -	#DIV/0!
Homestead & Rollback	\$ 413,890	\$ 618,717	\$ 784,736	38.2%	\$ 765,170	\$ 817,295	\$ 652,660	\$ (132,076)	120%
Other	\$ 207,756	\$ 231,652	\$ 172,117	-7.1%	\$ 222,674	\$ 243,693	\$ 226,650	\$ 54,533	76%
<b>Subtotal</b>	\$ 7,987,151	\$ 8,452,057	\$ 8,729,329	4.6%	\$ 8,706,705	\$ 8,835,163	\$ 8,619,172	\$ (110,157)	101%
<b>Expense</b>									
Salaries	\$ 4,110,037	\$ 4,173,714	\$ 3,650,404	-5.5%	\$ 4,459,423	\$ 4,531,297	\$ 4,329,389	\$ 678,985	84%
Benefits	\$ 1,520,192	\$ 1,515,746	\$ 1,430,498	-3.0%	\$ 1,640,421	\$ 1,636,795	\$ 1,747,135	\$ 316,637	82%
Services	\$ 1,207,092	\$ 1,305,037	\$ 1,027,069	-6.6%	\$ 1,222,975	\$ 1,506,175	\$ 1,495,581	\$ 468,512	69%
Supplies	\$ 404,016	\$ 414,874	\$ 378,402	-3.1%	\$ 481,936	\$ 470,293	\$ 514,145	\$ 135,743	74%
Equipment	\$ 487,720	\$ 250,029	\$ 153,859	-43.6%	\$ 321,888	\$ 262,034	\$ 232,741	\$ 78,882	66%
Student House	\$ -	\$ -	\$ -	#DIV/0!	\$ 82,689	\$ -	\$ -	\$ -	#DIV/0!
Land Purchase	\$ -	\$ -	\$ -	#DIV/0!	\$ 60,507	\$ -	\$ -	\$ -	#DIV/0!
Roof Replacement+Weld	\$ (106,331)	\$ -	\$ 348,532	#DIV/0!	\$ 110,951	\$ -	\$ 400,000	\$ 51,468	87%
Parking Lot	\$ 107,443	\$ 156,495	\$ 198,124	36.1%	\$ 153,060	\$ 161,285	\$ 185,290	\$ (12,834)	107%
Other	\$ 7,730,169	\$ 7,815,895	\$ 7,186,888		\$ 8,533,850	\$ 8,567,879	\$ 8,904,281	\$ 1,717,393	81%
<b>Subtotal</b>	\$ 256,982	\$ 636,162	\$ 1,542,441		\$ 172,855	\$ 267,284	\$ (285,109)		
Revenue/Expense (Operating Balance)									
<b>Other Uses</b>									
Advances Returned	\$ 25,559	\$ 456,805	\$ 9,503		\$ 190,883	\$ 456,805	\$ 200,000	\$ 295,775	
Sale of Student House	\$ -	\$ -	\$ -		\$ 480,122	\$ -	\$ 534,041	\$ 100,000	
Repay Construction Loan	\$ 972,561	\$ -	\$ -		\$ 565,000	\$ 9,503	\$ 100,000	\$ 75,000	
Advances Out	\$ 972,561	\$ 984,826	\$ 120,780		\$ 907,500	\$ 905,906	\$ 75,000	\$ (213,266)	
Transfers	\$ (1,919,563)	\$ (5528,021)	\$ (8111,277)		\$ (81,761,739)	\$ (5458,604)	\$ (213,266)		
<b>Subtotal</b>	\$ 5,156,278	\$ 5,164,876	\$ 5,655,459		\$ 5,889,532	\$ 4,300,648	\$ 4,109,328	\$ 4,109,328	
Beginning Cash	\$ 4,226,945	\$ 4,408,785	\$ 5,540,489		\$ 4,300,648	\$ 4,109,328	\$ 3,610,953		
Ending Cash	\$ 515,447	\$ 584,493	\$ 501,189		\$ 90,995	\$ 598,965	\$ 100,000		

Information taken from Form SM-2 as reported to ODE  
 This is an unaudited financial report.

Date: 06/01/2016  
Time: 10:00 am

AUBURN VOCATIONAL SCHOOL DISTR  
SORT BY CHECK NUMBER  
CHECK DATES BETWEEN 05/01/2016 AND 05/31/2016  
ALL CHECKS SELECTED

Page: 1  
(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
043351	W	05/02/2016	HOME DEPOT CREDIT SERVICES DEPT 32-2502458767	010207	RECONCILED:05/03/2016		4,126.74
043352	C	05/05/2016	Payroll	999999	RECONCILED:05/31/2016		230,621.31
043353	W	05/06/2016	AMERICA EXPRESS	040915	RECONCILED:05/09/2016		4,946.99
043354	W	05/10/2016	STATE TEACHERS RETIREMENT	000480	RECONCILED:05/12/2016		25,882.90
043355	W	05/10/2016	SCHOOL EMPLOYEES RETIRE- MENT SYSTEM	007727	RECONCILED:05/31/2016		10,339.62
043356	W	05/10/2016	FIFTH THIRD BANK	041077	RECONCILED:05/12/2016		29,345.32
043357	W	05/10/2016	ABS MONEY SYSTEMS	011329	RECONCILED:05/13/2016		420.00
043358	W	05/10/2016	ILLUMINATING COMPANY	000925	RECONCILED:05/12/2016		20,524.39
043359	W	05/10/2016	WALMART COMMUNITY	001862	RECONCILED:05/13/2016		87.12
043360	W	05/10/2016	ORWELL NATURAL GAS	012805	RECONCILED:05/16/2016		106.13
043361	W	05/10/2016	UNITED PARCEL SERVICE	002108	RECONCILED:05/16/2016		18.31
043362	W	05/10/2016	CHARLES H CARLIN	041101	RECONCILED:05/13/2016		552.92
043363	W	05/10/2016	EDUCATIONAL MANAGEMENT SERVICES INC	001227	RECONCILED:05/19/2016		1,050.00
043364	W	05/10/2016	WELLS FARGO FINANCIAL LEASING	040583	RECONCILED:05/13/2016		1,771.10
043365	W	05/10/2016	LOWE'S COMPANIES, INC.	011038	RECONCILED:05/16/2016		1,252.32
043366	W	05/10/2016	ALFF	000171	RECONCILED:05/16/2016		1,238.37
043367	W	05/10/2016	HUNTER EQUIPMENT SERVICE CO.	013361	RECONCILED:05/13/2016		1,267.77
043368	W	05/10/2016	BARRINGTON CONSULTING GROUP	012900	RECONCILED:05/13/2016		1,075.00
043369	W	05/10/2016	MICRO CENTER A/R	004017	RECONCILED:05/12/2016		89.99
043370	W	05/10/2016	OHIO NURSERY AND LANDSCAPING ASSOCIATION	010357	RECONCILED:05/20/2016		200.00
043371	W	05/10/2016	SHERMAN CREATIVE PROMOTIONS INC	040048	RECONCILED:05/12/2016		1,025.50
043372	W	05/10/2016	KEN'S TRANSPORT	041094	RECONCILED:05/12/2016	1	350.00
043373	W	05/10/2016	JOHN D. PREUER & ASSOCIATES & ASSOCIATES INC	007053	RECONCILED:05/16/2016		477.29
043374	W	05/10/2016	SUCCESSFUL PRACTICES NETWORK INC	012212	RECONCILED:05/27/2016		2,300.00
043375	W	05/10/2016	WESTERN RESERVE OFFICE SUPPLY	001065	RECONCILED:05/12/2016		654.56
043376	W	05/10/2016	NATIONAL BUSINESS FURNITURE	040577	RECONCILED:05/16/2016		1,634.00
043377	W	05/10/2016	GRAINGER	000466	RECONCILED:05/13/2016		501.52
043378	W	05/10/2016	JAMECO ELECTRONICS	000389	RECONCILED:05/16/2016		522.90
043379	W	05/10/2016	ZEPE'S PIZZERIA	007406	RECONCILED:05/12/2016		462.31
043380	W	05/10/2016	CDW GOVERNMENT, INC.	011547	RECONCILED:05/16/2016		78.58
043381	W	05/10/2016	PACIFIC TELEMANAGEMENT SERVICES	040344	RECONCILED:05/17/2016		153.00
043382	W	05/10/2016	84 LUMBER	000989	RECONCILED:05/12/2016		260.38
043383	W	05/10/2016	O'REILLY AUTOMOTIVE, INC	040813	RECONCILED:05/23/2016		5,019.97
043384	W	05/10/2016	AUBURN CAREER CENTER	000499	RECONCILED:05/11/2016		260.95
043385	W	05/10/2016	FARONICS TECHNOLOGIES	012409	RECONCILED:05/16/2016		1,000.00
043386	W	05/10/2016	ALFRED NICKLES BAKERY INC	001071	RECONCILED:05/13/2016		56.78
043387	W	05/10/2016	ASAP SANITARY SERVICES	041115	RECONCILED:05/13/2016		70.00
043388	W	05/10/2016	AT&T	000171	RECONCILED:05/17/2016		144.97
043389	W	05/10/2016	SCREENVISION DIRECT	040250	RECONCILED:05/16/2016		882.00
043390	W	05/10/2016	STATE CLEANING SOLUTIONS	012272	RECONCILED:05/12/2016		116.68
043391	W	05/10/2016	ICE CREAM SPECIALITIES & BAKERY	013154	RECONCILED:05/12/2016		92.98
043392	W	05/10/2016	LAKE CITY DEPT OF JOB & FAMILY	013530	RECONCILED:05/16/2016		109.43
043393	W	05/10/2016	VERTIVY OPERATING COMPANY	013596	RECONCILED:05/12/2016		995.60
043394	W	05/10/2016	BLACKMORE'S SECURITY INC	000022	RECONCILED:05/20/2016		156.89



Date: 06/01/2016  
Time: 10:00 am

AUBURN VOCATIONAL SCHOOL DISTR  
SORT BY CHECK NUMBER  
CHECK DATES BETWEEN 05/01/2016 AND 05/31/2016  
ALL CHECKS SELECTED

Page: 2  
(CHEREFY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
043395	W	05/10/2016	VIVIANI FAMILY LIMITED PARTNERSHIP	011774	RECONCILED:05/24/2016		1,622.51
043396	W	05/10/2016	APRIL FRAZIER	040887	RECONCILED:05/18/2016		179.82
043397	W	05/10/2016	RIVERSIDE LOCAL SCHOOLS	000214	RECONCILED:05/13/2016		185.32
043398	W	05/10/2016	IRON MOUNTAIN	011058	RECONCILED:05/16/2016		59.47
043399	W	05/10/2016	PME RENTAL	041084	RECONCILED:05/13/2016		210.00
043400	W	05/10/2016	TYCO INTEGRATED SECURITY LLC	040669	RECONCILED:05/12/2016		1,861.59
043401	W	05/10/2016	LAKE COUNTY DEPARTMENT OF UTILITIES	001435	RECONCILED:05/13/2016		77.49
043402	W	05/10/2016	CITY OF P.VILLE UTIL.	000215	RECONCILED:05/16/2016		633.44
043403	W	05/10/2016	GORDON FOOD SERVICE	008479	RECONCILED:05/16/2016		988.68
043404	W	05/10/2016	TREASURER, STATE OF OHIO	000194	RECONCILED:05/12/2016		155.21
043405	W	05/10/2016	CRILE ROAD HARDWARE	000551	RECONCILED:05/11/2016		238.81
043406	W	05/10/2016	DEE STARK-KURTZ A	008279	RECONCILED:05/11/2016		31.13
043407	W	05/10/2016	DARRIN SPONDIKE	040914	RECONCILED:05/11/2016		23.87
043408	W	05/10/2016	MARCY TREW	040516	RECONCILED:05/11/2016		207.06
043409	W	05/10/2016	SHERRY WILLIAMSON	040795	RECONCILED:05/11/2016		256.37
043410	W	05/10/2016	BORDEN DAIRY COMPANY	000154	RECONCILED:05/11/2016		412.68
043411	W	05/10/2016	FRONTLINE TECHNOLOGIES GROUP	040941	RECONCILED:05/11/2016		515.00
043412	W	05/10/2016	LAKE HEALTH	004099	RECONCILED:05/13/2016		944.00
043413	W	05/10/2016	DRUG FREE CLUBS OF AMERICA	040969	RECONCILED:05/20/2016		10,561.00
043414	B	05/17/2016	JORDYN CITCON	041131	RECONCILED:05/23/2016		1,331.25
043415	B	05/17/2016	ERICKA COLON	041132	RECONCILED:05/20/2016		2,156.25
043416	B	05/17/2016	STEPHANIE DUTINE	041139	RECONCILED:05/23/2016		2,356.25
043417	B	05/17/2016	MARGARET MAHAFFAH	041133	RECONCILED:05/20/2016		1,431.25
043418	B	05/17/2016	BRIANA MANUEL	041134	RECONCILED:05/23/2016		178.25
043419	B	05/17/2016	NICHOLAS MOORE, II	041136	RECONCILED:05/26/2016		53.25
043420	B	05/17/2016	JADRANKA SESTAN	041138	RECONCILED:05/25/2016		2,156.25
043421	B	05/17/2016	DENISE MATHEIS	041135	RECONCILED:05/20/2016		762.03
043422	B	05/17/2016	PATRICIA NELSON	041137	RECONCILED:05/24/2016		2,356.25
043423	C	05/18/2016	PAYTOLL	999999	RECONCILED:05/31/2016		219,825.17
043424	W	05/25/2016	STATE TEACHERS RETIREMENT SCHOOL EMPLOYEES RETIRE- MENT SYSTEM	000480	RECONCILED:05/31/2016		24,339.15
043425	W	05/25/2016	SCHOOL EMPLOYEES RETIRE- MENT SYSTEM	007727	RECONCILED:05/31/2016		10,324.18
043426	W	05/20/2016	TRAVELTYME, INC.	001847	RECONCILED:05/24/2016		6,520.00
043427	W	05/20/2016	LBL PRINTING	013500	RECONCILED:05/23/2016		492.00
043428	W	05/20/2016	BSCO INSTITUTE	011206	RECONCILED:05/23/2016		455.00
043429	W	05/20/2016	FIRSTMERIT BANKCARD CENTER	010092	RECONCILED:05/20/2016		332.54
043430	W	05/20/2016	E GROUP	040037	RECONCILED:05/27/2016		60.00
043431	W	05/20/2016	FIRSTMERIT BANKCARD CENTER	010092	RECONCILED:05/20/2016		1,434.68
043432	W	05/20/2016	POCKET NURSE ENTERPRISES, INC.	010331	RECONCILED:05/23/2016		603.23
043433	W	05/20/2016	BUCKEYE EDUCATIONAL SYSTEMS INC	000746	RECONCILED:05/25/2016		3,250.00
043434	W	05/20/2016	TIME WARNER CABLE - NORTHEAST	013042	RECONCILED:05/25/2016		399.00
043435	W	05/20/2016	GENERAL PRST CONTROL CO.	011210	RECONCILED:05/31/2016		103.75
043436	W	05/20/2016	PLANTUM EDUCATIONAL GROUP	013338	RECONCILED:05/24/2016		1,080.00
043437	W	05/20/2016	UH GEATUGA MEDICAL CENTER	007298	RECONCILED:05/24/2016		120.00
043438	W	05/20/2016	JANITORIAL SERVICES INC.	013804	RECONCILED:05/23/2016		17,120.00
043439	W	05/20/2016	LAKE GEATUGA COMPUTER ASSOC.	001697	RECONCILED:05/24/2016		1,710.00
043440	W	05/20/2016	AUBURN CAREER CENTER	000499	RECONCILED:05/23/2016		163.85
043441	W	05/20/2016	PEPPEL & WAGGONER, LTD.	012424	RECONCILED:05/24/2016		1,892.75

Date: 06/01/2016  
Time: 10:00 am

AUBURN VOCATIONAL SCHOOL DISTR  
SORT BY CHECK NUMBER  
CHECK DATES BETWEEN 05/01/2016 AND 05/31/2016  
ALL CHECKS SELECTED

Page: 3  
(CHECK#)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
043442	W	05/20/2016	R. E. MICHEL COMPANY INC	012295	RECONCILED:05/24/2016		884.65
043443	W	05/20/2016	FIRSTMERIT BANKCARD CENTER	010092	RECONCILED:05/20/2016		1,533.19
043444	W	05/20/2016	SKILLS USA OHIO	000675	RECONCILED:05/25/2016		4,315.00
043445	W	05/20/2016	PRECIOUS CARGO TRANSPORTATION	013744	RECONCILED:05/25/2016		5,700.00
043446	W	05/20/2016	FIRSTMERIT BANKCARD CENTER	010092	RECONCILED:05/20/2016		1,677.13
043447	W	05/20/2016	ORWELL NATURAL GAS	012805	RECONCILED:05/23/2016		139.86
043448	W	05/20/2016	FIRSTMERIT BANKCARD CENTER	010092	RECONCILED:05/20/2016		153.95
043449	W	05/20/2016	FIRST COMMUNICATIONS	010610	RECONCILED:05/23/2016		160.99
043450	W	05/20/2016	CINTAS CORPORATION	000532	RECONCILED:05/24/2016		1,212.28
			LOCATION 259-T90				
			CDW GOVERNMENT, INC.				
043451	W	05/20/2016	COMDOC INC.	011547	RECONCILED:05/25/2016		866.33
043452	W	05/20/2016	AT&T	008170	RECONCILED:05/31/2016		260.88
043453	W	05/20/2016	LINCOLN ELECTRIC CO.	000171	RECONCILED:05/24/2016		604.44
043454	W	05/20/2016	ELEMENT MATERIALS TECHNOLOGY	000984	RECONCILED:05/23/2016		1,022.45
043455	W	05/20/2016	COLD HARBOR BUILDING CO.	010225	RECONCILED:05/23/2016		84.15
043456	W	05/20/2016	CHANNING BETE CO., INC.	040097	RECONCILED:05/24/2016		18,193.46
043457	W	05/20/2016	RIVERSIDE LOCAL SCHOOLS	000413	RECONCILED:05/27/2016		1,613.20
043458	W	05/20/2016	AUBURN CAREER CENTER	000214	RECONCILED:05/24/2016		275.16
043459	W	05/20/2016	JIM SICILIANO	000499	RECONCILED:05/23/2016		380.00
043460	W	05/20/2016	SUNRISE SPRINGS WATER CO.	012901	RECONCILED:05/24/2016		2,440.00
043461	W	05/20/2016	LAKE CTV DEPT OF JOB & FAMILY	001256	RECONCILED:05/26/2016		62.75
043462	W	05/20/2016	PROJECT LOVE	013530	RECONCILED:05/23/2016		87.40
043463	W	05/20/2016	FIRSTMERIT BANKCARD CENTER	011157	RECONCILED:05/23/2016		8,334.00
043464	W	05/20/2016	AUBURN CAREER CENTER	010092	RECONCILED:05/20/2016		2,388.54
043465	W	05/20/2016	VITTAONE'S LIMOUSINE SRVC, INC	000499	RECONCILED:05/23/2016		105.60
043466	W	05/20/2016	POCKET NURSE ENTERPRISES, INC.	011679	RECONCILED:05/27/2016		1,083.65
043467	W	05/20/2016	GORDON FOOD SERVICE	010331	RECONCILED:05/23/2016		1,287.00
043468	W	05/20/2016	ICE CREAM SPECIALTIES & BAKERY	008479	RECONCILED:05/25/2016		2,044.47
043469	W	05/20/2016	ALFRED NICKLES BAKERY INC	013154	RECONCILED:05/24/2016		96.19
043470	W	05/20/2016	SYSCO FOOD SERVICES OF	001071	RECONCILED:05/25/2016		82.69
043471	W	05/20/2016	CLEVELAND	008412	RECONCILED:05/24/2016		2,365.89
			MCMMASTER-CARR SUPPLY CO.				
043472	W	05/20/2016	AIRE SERV OF MENTOR	010826	RECONCILED:05/23/2016		129.56
043473	W	05/20/2016	AIRE SERV OF MENTOR	040634	RECONCILED:05/24/2016		2,950.00
043474	W	05/20/2016	GRAINGER	041143	RECONCILED:05/23/2016		2,912.00
043475	W	05/20/2016	AUTOMOTIVE SUPPLY, INC.	000466	RECONCILED:05/23/2016		397.98
043476	W	05/20/2016	WHITEHOUSE CONSTRUCTION CO.	000631	RECONCILED:05/25/2016		575.54
043477	W	05/20/2016	MARY ANN KERWOOD	041039	RECONCILED:05/24/2016		63,752.00
043478	W	05/20/2016	CHARLES KERWOOD	001517	RECONCILED:05/23/2016		248.77
043479	W	05/20/2016	BARB GORDON	013755	RECONCILED:05/23/2016		73.46
043480	W	05/20/2016	A	012964	RECONCILED:05/23/2016		54.40
			MICHELLE RODEWALD				
043481	W	05/20/2016	SALMAN PIRZADA	011544	RECONCILED:05/23/2016		40.95
043482	W	05/20/2016	ANGELIA NELSON	040649	RECONCILED:05/23/2016		39.75
043483	W	05/20/2016	WILLIAM SHAW	040991	RECONCILED:05/23/2016		14.84
043484	W	05/20/2016	A	040739	RECONCILED:05/23/2016		328.79
			CHRISTINE TREDENT				
043485	W	05/20/2016	LAURA CTSZEWSKI	040990	RECONCILED:05/23/2016		19.39
043486	W	05/20/2016	JANENE ISHBE	040675	RECONCILED:05/23/2016		24.77
043487	W	05/20/2016	A	010194	RECONCILED:05/23/2016		83.16
			SANDY RANCK				
043488	W	05/20/2016		014011	RECONCILED:05/23/2016		50.22

Date: 06/01/2016  
Time: 10:00 am

AUBURN VOCATIONAL SCHOOL DISTR  
SORT BY CHECK NUMBER  
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ALL CHECKS SELECTED

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(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
043489	W	05/20/2016	LUCINDA YOO	014013	RECONCILED:05/23/2016		220.00
043490	W	05/20/2016	BETH CUENI	008445	RECONCILED:05/23/2016		168.16
043491	W	05/20/2016	MARY STIEF	041012	RECONCILED:05/23/2016		127.76
043492	W	05/20/2016	WAYNE REED	012378	RECONCILED:05/23/2016		85.32
043493	W	05/20/2016	CAROL BRAFFORD	041142	RECONCILED:05/23/2016		225.72
043494	W	05/20/2016	PEARSON VUE	011450	RECONCILED:05/23/2016		2,275.00
043495	W	05/20/2016	NCS PEARSON, INC	012139	RECONCILED:05/23/2016		145.64
043496	W	05/20/2016	ADVANCED GAS & WELDING SOLUTIONS LLC	013407	RECONCILED:05/23/2016		1,566.50
043497	W	05/20/2016	BORDEN DAIRY COMPANY	000154	RECONCILED:05/23/2016		230.33
043498	W	05/26/2016	POCKET NURSE ENTERPRISES, INC.	010331	RECONCILED:05/31/2016		47.96
043499	W	05/26/2016	LOGICALIS, INC DEPARTMENT #172301	041009	RECONCILED:05/31/2016		13,185.50
043500	W	05/26/2016	AUTOREIGNITY	041121	RECONCILED:05/31/2016		1,363.95
043501	W	05/26/2016	SOUND COM SYSTEMS	001063	RECONCILED:05/31/2016		14,744.00
043502	W	05/26/2016	BUCKEYE EDUCATIONAL SYSTEMS INC	000746	RECONCILED:05/31/2016		47,567.92
043503	W	05/26/2016	PREMIER PAINT TECHNOLOGIES, INC.	001141	RECONCILED:05/31/2016		881.81
043504	W	05/26/2016	LAKE COUNTY EDUCATIONAL SERVICE CENTER	000134	RECONCILED:05/26/2016		132.00
043505	W	05/26/2016	ALVORD'S LAWN & GARDEN	011879	RECONCILED:05/31/2016	1	1,359.92
043506	W	05/26/2016	CHARDON BOARD OF EDUC.	040022	RECONCILED:05/31/2016		100.00
043507	W	05/26/2016	KT'S CUSTOM LOGOS	007127	RECONCILED:05/31/2016		1,803.75
043508	W	05/26/2016	OHIO NURSERY AND LANDSCAPING ASSOCIATION	010357	RECONCILED:05/31/2016		175.00
043509	W	05/26/2016	SALLY BEAUTY SUPPLY CO.	000063	RECONCILED:05/31/2016		360.83
043510	W	05/26/2016	LOSELY NURSERY	007944	RECONCILED:05/31/2016		675.00
043511	W	05/26/2016	OHIO NURSERY AND LANDSCAPING ASSOCIATION	010357	RECONCILED:05/31/2016	1	60.00
043512	W	05/26/2016	ORASKO BROS. CO.	010053	RECONCILED:05/31/2016		383.38
043513	W	05/26/2016	APPLE COMPUTER INC.	000974	RECONCILED:05/31/2016		3,790.00
043514	W	05/26/2016	BUCKEYE EDUCATIONAL SYSTEMS INC	000746	RECONCILED:05/31/2016		1,236.28
043515	W	05/26/2016	IRRIGATION SUPPLY	008163	RECONCILED:05/31/2016		160.76
043516	W	05/26/2016	COPE EQUIPMENT	002012	RECONCILED:05/31/2016		115.92
043517	W	05/26/2016	RIVERSIDE LOCAL SCHOOLS	000214	RECONCILED:05/31/2016		767.41
043518	W	05/26/2016	MIDDLEFIELD FARM & GARDEN	000592	RECONCILED:05/31/2016		33.13
043519	W	05/26/2016	BEST TRUCK EQUIPMENT	013992	RECONCILED:05/31/2016		243.94
043520	W	05/26/2016	TOTAL QUALITY TESTING	040323	RECONCILED:05/31/2016		2,625.00
043521	W	05/26/2016	FINLEY FIRE EQUIPMENT	041112	RECONCILED:05/31/2016		600.20
043522	W	05/26/2016	DISCOUNT SCHOOL SUPPLY	007447	RECONCILED:05/31/2016		224.74
043523	W	05/26/2016	MONROE PLUMBING INC.	040631	RECONCILED:05/31/2016		1,206.05
043524	W	05/26/2016	KEYSTONE	011900	RECONCILED:05/31/2016		35.00
043525	W	05/26/2016	SHERWIN WILLIAMS	000334	RECONCILED:05/31/2016		108.84
043526	W	05/26/2016	ACCOUNTS RECEIVABLE DEPT.	041116	RECONCILED:05/31/2016		6,919.00
043527	W	05/26/2016	SIMS-LOHMAN	040947	RECONCILED:05/31/2016		355.40
043528	W	05/26/2016	ivideo Technologies	011547	RECONCILED:05/31/2016		1,562.48
043529	W	05/26/2016	CDW GOVERNMENT, INC.	001284	RECONCILED:05/31/2016		7,373.84
043529	W	05/26/2016	BFG SUPPLY CO., LLC	001284	RECONCILED:05/31/2016		7,373.84

(Multi-bank check)

Date: 06/01/2016  
Time: 10:00 am

AUBURN VOCATIONAL SCHOOL DISTR  
SORT BY CHECK NUMBER  
CHECK DATES BETWEEN 05/01/2016 AND 05/31/2016  
ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
043530	W	05/26/2016	SYSCO FOOD SERVICES OF CLEVELAND	008412			1,277.91
043531	W	05/26/2016	MAIL FINANCE	040153	RECONCILED:05/31/2016		684.13
043532	W	05/26/2016	MAJOR WASTE DISPOSAL SERVICES, INC	000570	RECONCILED:05/31/2016		70.00
043533	W	05/26/2016	CINTRAS CORPORATION	000532	RECONCILED:05/31/2016		884.00
043534	W	05/26/2016	BUCKEYE EDUCATIONAL SYSTEMS INC	000746			1,328.00
043535	W	05/31/2016	HOME DEPOT CREDIT SERVICES DEPT 32-2502458767	010207			1,456.51
043536	W	05/31/2016	FIRSTMERRIT BANKCARD CENTER	010092	RECONCILED:05/31/2016		11,343.00
043537	W	05/31/2016	SAM'S CLUB	008469			762.65
043538	W	05/31/2016	FIRSTMERRIT BANKCARD CENTER	010092	RECONCILED:05/31/2016		1,123.18
043539	W	05/31/2016	FIRSTMERRIT BANKCARD CENTER	010092	RECONCILED:05/31/2016		171.15
904016	M	05/09/2016	MEMO ONLY	900926			2,220.58
974293	M	05/10/2016	BANK ONE/MEMO/MEDICARE	900663			3,294.23
974294	M	05/10/2016	Workers Comp	900950			1,037.87
974297	M	05/01/2016	FLEX SAVE	999992			157.60
974298	M	05/01/2016	LAKE COUNTY SCHOOLS COUNCIL	999998			86,411.60
974351	M	05/25/2016	BANK ONE/MEMO/MEDICARE	900663			3,137.61
974352	M	05/25/2016	BANK ONE/MEMO/FICA	900693			23.25
974353	M	05/25/2016	Workers Comp	900950			989.26
990713	M	05/02/2016	US FEDERAL CONTRACTOR REG	900001			599.00
990714	M	05/27/2016	FIRST MERRIT	999993			407,847.97
990715	M	05/31/2016	MEMO DEDUCTIONS ONLY				
			MEDICAL MUTUAL OF OHIO	999994			2,397.49
			MEMO ONLY				
V VOIDED CHECKS				0	CHECK TOTALS	0.00	
R RECONCILED CHECKS				162	CHECK TOTALS	848,375.23	
W WARRANT CHECKS				178	CHECK TOTALS	476,679.71	
M MEMO CHECKS				11	CHECK TOTALS	508,116.46	
B REFUND CHECKS				9	CHECK TOTALS	12,781.03	
I INVESTMENT CHECKS				0	CHECK TOTALS	0.00	
T TRANSFER CHECKS				0	CHECK TOTALS	0.00	
D DISTRIBUTION CHECKS				0	CHECK TOTALS	0.00	
C PAYROLL CHECKS				2	CHECK TOTALS	450,446.48	
MISSING CHECKS				0	CHECK TOTALS		
** TOTAL CHECKS (LESS VOIDED)				200	** TOTAL NET	1,448,023.68	
*** TOTAL CHECKS WRITTEN				200	*** GRAND TOTALS	1,448,023.68	



**Auburn Career Center**  
**Bank Reconciliation**  
May 31, 2016

**E**

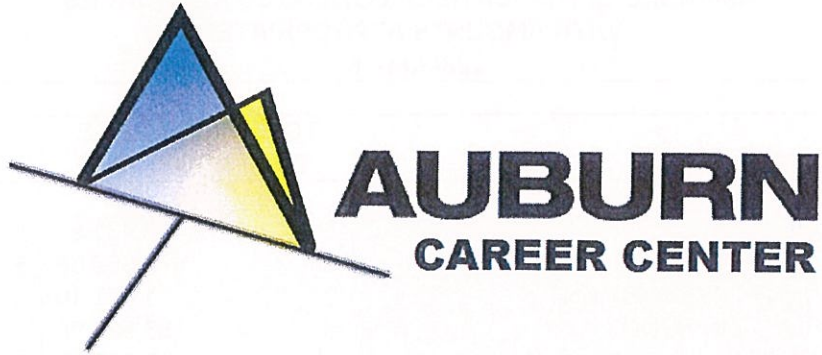
\$ 205,669.70	First Merit Checking
\$ 3,227,982.87	Huntington (Main Depository)
\$ (92,943.24)	O/S checks - a/p
\$ (4,703.32)	O/S checks - p/r
\$ (487.93)	Payroll Accum (O/S)-Checks NI
\$ -	Deposit in Transit
\$ 400.00	Petty Cash
\$ 287.00	Change Funds
\$ 3,336,205.08	Net Operating Check + Cash
\$ 13,088.20	Health Care Deductible Pool - Huntington
\$ 889,140.83	Star Ohio
\$ 560.46	Fifth - Third Construction Investment - Interest Only
\$ 4,238,994.57	<b>Net Available Cash</b>
\$ -	Investments:
\$ -	Marketable Gov't Bonds
\$ 1,498,764.62	Non-Marketable CD's/ (CDARS)
\$ 1,498,764.62	<b>Total Investments</b>
\$ 5,737,759.19	Balance per bank
\$ 5,737,759.19	Balance per books

Investments Report		F	
Institution	Maturity Date	Date Placed	Amount
First Merit CD	11/14/2016	5/16/2016	\$ 250,000.00
Tri State CDARS	11/25/2016	5/26/2016	\$ 507,079.53
First Merit CD	7/5/2016	1/4/2016	\$ 500,000.00
Tri State CDARS	8/10/2016	8/10/2015	\$ 241,685.09
			\$ 1,498,764.62









## *Attachment Item #13*

Approve Final  
Appropriation Measure

**AUBURN VOCATIONAL SCHOOL DISTRICT**  
**CY 2015 - 2016**  
**AMENDED CERTIFICATE OF ESTIMATED RESOURCES**  
**WITH AMOUNTS APPROPRIATED**  
**28-Jun-16**

FUND #	FUND NAME	TOTAL AVAILABLE TO APPROPRIATE	AMOUNT APPROPRIATED
001	GENERAL	\$ 12,413,431.92	\$ 8,056,736.64
002	BOND RETIREMENT	\$ 475,662.38	\$ 475,662.38
003	PERMANENT IMPROVEMENT	\$ 1,477.10	\$ 1,477.10
004	CONSTRUCTION FUND	\$ 58,827.00	\$ 58,827.00
006	LUNCH ROOM	\$ 229,993.48	\$ 229,993.48
009	UNIFORM SUPPLIES	\$ 10,196.82	\$ -
011	ROTARY	\$ 124,348.34	\$ 32,568.81
012	ADULT EDUCATION	\$ 1,710,039.38	\$ 1,608,692.10
014	ROTARY INTERNAL SERVICE	\$ 3,915.97	\$ 3,073.48
018	PRINCIPAL	\$ 42,222.85	\$ 41,472.85
019	OTHER GRANT	\$ 522,966.02	\$ 95,727.32
022	DISTRICT AGENCY	\$ 65,523.28	\$ 52,645.66
024	EMPLOYEE BENEFITS SELF INSURANCE	\$ 34,589.10	\$ 34,509.39
200	STUDENT ACTIVITES	\$ 163,720.38	\$ 80,406.21
451	DATA COMMUNICATIONS	\$ 1,800.00	\$ 1,800.00
501	ABLE	\$ 279,536.61	\$ 279,536.61
524	VEPD	\$ 337,104.71	\$ 337,104.71
590	IMPROVING TEACHER QUALITY	\$ 5,108.21	\$ 5,108.21
599	REAP	\$ 32,571.00	\$ 32,571.00
<b>GRAND TOTAL</b>		<b>\$ 16,513,034.55</b>	<b>\$ 11,427,912.95</b>

Date: 06/22/16  
 Time: 4:35 pm

AUBURN VOCATIONAL SCHOOL DISTR  
 Amended Official Certificate of Estimated Resources

Page: 1  
 (AMDCERT)

Rev. Code, Sec. 5705.36  
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Office of Budget Commission, LAKE County, Ohio.  
 CONCORD TWP, Ohio, June 22, 2016

TO THE TAXING AUTHORITY of AUBURN VOCATIONAL SCHOOL DISTR

The following is the amended official certificate of estimated resources for the fiscal year beginning July 1, 2015 , as revised by the Budget Commission of said County, which shall govern the total of appropriations made at any time during such fiscal year:

Fund	Unencumbered Balance July 1, 2015	Taxes	Other Sources	Total
<b>GOVERNMENTAL FUND TYPE</b>				
General Fund	3,510,359.55	6,691,181.61	2,211,890.76	12,413,431.92
Special Revenue	43,583.71	.00	1,177,725.69	1,221,309.40
Debt Service	.00	.00	475,662.38	475,662.38
Capital Projects	1,477.10	.00	58,827.00	60,304.10
<b>PROPRIETARY FUND TYPE</b>				
Enterprise	280,580.03	.00	1,793,997.99	2,074,578.02
Internal Service	5,458.74	.00	33,046.33	38,505.07
<b>FIDUCIARY FUND TYPE</b>				
Agency Fund	93,898.87	.00	135,344.79	229,243.66
<b>Total All Funds</b>	<b>3,935,358.00</b>	<b>6,691,181.61</b>	<b>5,886,494.94</b>	<b>16,513,034.55</b>

\_\_\_\_\_  
 Budget  
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 Commission  
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Date: 06/22/16  
 Time: 4:35 pm

AUBURN VOCATIONAL SCHOOL DISTR  
 Amended Official Certificate of Estimated Resources

Page: 2  
 (AMDCERT)

Rev. Code, Sec. 5705.36  
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Fund	Unencumbered Balance July 1, 2015	Taxes	Other Sources	Total
<b>GOVERNMENTAL FUND TYPE</b>				
General Fund				
001 GENERAL	3,510,359.55	6,691,181.61	2,211,890.76	12,413,431.92
Total General Fund	3,510,359.55	6,691,181.61	2,211,890.76	12,413,431.92
Special Revenue				
018 PUBLIC SCHOOL SUPPORT	1,550.67	.00	40,672.18	42,222.85
019 OTHER GRANT	32,529.78	.00	490,436.24	522,966.02
451 DATA COMMUNICATION FUND	.00	.00	1,800.00	1,800.00
501 ADULT BASIC EDUCATION	7,901.09	.00	271,635.52	279,536.61
524 VOC ED: CARL D. PERKINS - 1984	.00	.00	337,104.71	337,104.71
590 IMPROVING TEACHER QUALITY	1,602.17	.00	3,506.04	5,108.21
599 MISCELLANEOUS FED. GRANT FUND	.00	.00	32,571.00	32,571.00
Total Special Revenue	43,583.71	.00	1,177,725.69	1,221,309.40
Debt Service				
002 BOND RETIREMENT	.00	.00	475,662.38	475,662.38
Total Debt Service	.00	.00	475,662.38	475,662.38
Capital Projects				
003 PERMANENT IMPROVEMENT	1,477.10	.00	.00	1,477.10
004 BUILDING	.00	.00	58,827.00	58,827.00
Total Capital Projects	1,477.10	.00	58,827.00	60,304.10
<b>PROPRIETARY FUND TYPE</b>				
Enterprise				
006 FOOD SERVICE	261.22	.00	229,732.26	229,993.48
009 UNIFORM SCHOOL SUPPLIES	10,196.82	.00	.00	10,196.82
011 ROTARY-SPECIAL SERVICES	91,779.53	.00	32,568.81	124,348.34
012 ADULT EDUCATION	178,342.46	.00	1,531,696.92	1,710,039.38
Total Enterprise	280,580.03	.00	1,793,997.99	2,074,578.02
Internal Service				
014 ROTARY-INTERNAL SERVICES	869.64	.00	3,046.33	3,915.97



Date: 06/22/16  
Time: 4:35 pm

AUBURN VOCATIONAL SCHOOL DISTR  
Amended Official Certificate of Estimated Resources

Page: 3  
(AMDCERT)

Rev. Code, Sec. 5705.36  
-----

Fund	Unencumbered Balance July 1, 2015	Taxes	Other Sources	Total
024 EMPLOYEE BENEFITS SELF INS.	4,589.10	.00	30,000.00	34,589.10
Total Internal Service	5,458.74	.00	33,046.33	38,505.07
FIDUCIARY FUND TYPE				
Agency Fund				
022 DISTRICT AGENCY	10,040.19	.00	55,483.09	65,523.28
200 STUDENT MANAGED ACTIVITY	83,858.68	.00	79,861.70	163,720.38
Total Agency Fund	93,898.87	.00	135,344.79	229,243.66
Total All Funds	3,935,358.00	6,691,181.61	5,886,494.94	16,513,034.55

PERMANENT APPROPRIATION RESOLUTION

City, Exempted Village, Joint Vocational or Local Board of Education  
Rev.Code Sec. 5705.38  
-----

The Board of Education of the Auburn Vocational School District,  
Lake County, Ohio, met in Regular session on the 28th day of JUNE,  
2016, at the office of Auburn Tech Learn Ctr with the following members present:

Jean Brush Paul Stefanko  
Susan Culotta Erik Walter  
Mary Javins Kelly Waynek  
Geoffrey Kent Mary Wheeler  
Ken Klima  
Brian Kolkowski  
Roger Miller

moved the adoption of the following Resolution:

BE IT RESOLVED by the Board of Education of the Auburn Vocational  
School District, Lake County, Ohio, that to provide for  
the current expenses and other expenditures of said Board of Education, during  
the fiscal year, ending June 30, 2016, the following sums be and the  
same are hereby set aside and appropriated for the several purposes for which  
expenditures are to be made and during said fiscal year, as follows, viz:

Date: 06/22/16  
Time: 4:54 pm

AUBURN VOCATIONAL SCHOOL DISTR  
Appropriation Resolution Report

Page 1  
(APPRES)

001 GENERAL	8,056,736.64
002 BOND RETIREMENT	475,662.38
003 PERMANENT IMPROVEMENT	1,477.10
004 BUILDING	58,827.00
006 FOOD SERVICE	229,993.48
011 ROTARY-SPECIAL SERVICES	32,568.81
012 ADULT EDUCATION	1,608,692.10
014 ROTARY-INTERNAL SERVICES	3,073.48
018 PUBLIC SCHOOL SUPPORT	41,472.85
019 OTHER GRANT	95,727.32
022 DISTRICT AGENCY	52,645.66
024 EMPLOYEE BENEFITS SELF INS.	34,509.39
200 STUDENT MANAGED ACTIVITY	80,406.21
451 DATA COMMUNICATION FUND	1,800.00
501 ADULT BASIC EDUCATION	279,536.61
524 VOC ED: CARL D. PERKINS - 1984	337,104.71
590 IMPROVING TEACHER QUALITY	5,108.21
599 MISCELLANEOUS FED. GRANT FUND	32,571.00

Grand Total All Funds

11,427,912.95

Date: 06/22/16  
Time: 4:54 pm

AUBURN VOCATIONAL SCHOOL DISTR  
Appropriation Recap Sheet

Page 2  
(APPRES)

Fund Class/Name	Fund	2016 Appropriations
*** Governmental Fund Types ***		
General Fund		
GENERAL	001	8,056,736.64
Total General Fund		8,056,736.64
Special Revenue		
PUBLIC SCHOOL SUPPORT	018	41,472.85
OTHER GRANT	019	95,727.32
DATA COMMUNICATION FUND	451	1,800.00
ADULT BASIC EDUCATION	501	279,536.61
VOC ED: CARL D. PERKINS - 1984	524	337,104.71
IMPROVING TEACHER QUALITY	590	5,108.21
MISCELLANEOUS FED. GRANT FUND	599	32,571.00
Total Special Revenue		793,320.70
Debt Service		
BOND RETIREMENT	002	475,662.38
Total Debt Service		475,662.38
Capital Projects		
PERMANENT IMPROVEMENT	003	1,477.10
BUILDING	004	58,827.00
Total Capital Projects		60,304.10
*** Proprietary Fund Types ***		
Enterprise		
FOOD SERVICE	006	229,993.48
ROTARY-SPECIAL SERVICES	011	32,568.81
ADULT EDUCATION	012	1,608,692.10
Total Enterprise		1,871,254.39
Internal Service		
ROTARY-INTERNAL SERVICES	014	3,073.48
EMPLOYEE BENEFITS SELF INS.	024	34,509.39
Total Internal Service		37,582.87

\*\*\* Fiduciary Fund Types \*\*\*

Date: 06/22/16  
Time: 4:54 pm

AUBURN VOCATIONAL SCHOOL DISTR  
Appropriation Recap Sheet

Page 3  
(APPRES)

Fund Class/Name	Fund	2016 Appropriations
Agency Fund		
DISTRICT AGENCY	022	52,645.66
STUDENT MANAGED ACTIVITY	200	80,406.21
Total Agency Fund		133,051.87
Total Appropriations - All Fund Types		11,427,912.95

seconded the Resolution and the roll being  
called upon its adoption, the vote resulted as follows:

Vote:

Jean Brush Paul Stefanko, Aye  
Susan Culotta Erik Walter, Aye  
Mary Javins Kelly Waynek, Aye  
Geoffrey Kent Mary Wheeler, Aye  
Ken Klima, Aye  
Brian Kolkowski, Aye  
Roger Miller, Aye



# AUBURN VOCATIONAL SCHOOL DISTRICT

## CERTIFICATE (R.C. 5705.412)

IT IS HEREBY CERTIFIED that the AUBURN VOCATIONAL School District Board of Education has sufficient funds to meet the contract, obligation, payment, or expenditure for the above, and has in effect for the remainder of the fiscal year and the succeeding fiscal year the authorization to levy taxes which, when combined with the estimated revenue from all other sources available to the district at the time of certification, are sufficient to provide operating revenues necessary to enable the district to maintain all personnel, programs, and services essential to the provision of an adequate educational program on all the days set forth in its adopted school calendars for the current fiscal year and for a number of days in the succeeding fiscal year equal to the number of days instruction was held or is scheduled for the current fiscal year, except that if the above expenditure is for a contract, this certification shall cover the term of the contract or the current fiscal year plus the two immediately succeeding fiscal years, whichever period years is greater.

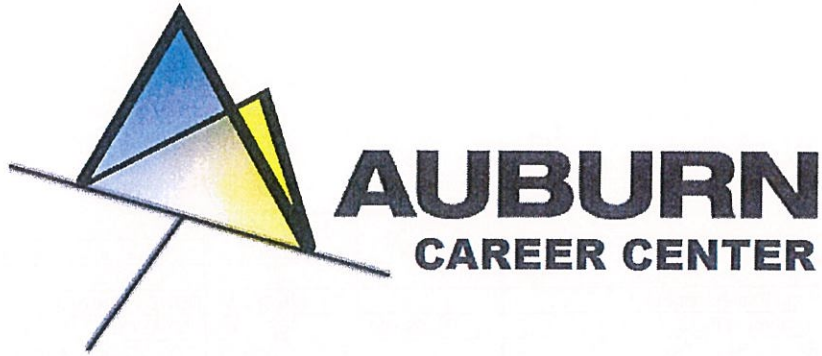
Dated: June 28, 2016

Auburn Vocational School District Board of Education  
Concord Township, Ohio

By: \_\_\_\_\_  
Treasurer, Sherry L. Williamson

By: \_\_\_\_\_  
Superintendent of Schools, Margaret Lynch

By: \_\_\_\_\_  
Erik L. Walter  
President, Board of Education



## *Attachment Item #14*

- Approve Final Advances  
and Transfers



8221 Auburn Road • Concord Twp., OH 44077 • Phone 440.357.7542 • Fax 440.357.0310 • www.auburncc.org

**Transfers 2015-2016**

FUND #	FUND	Aug-15 AMOUNT	Jun-16 AMOUNT	PURPOSE
002	Bond Retirement Fund		\$ 475,662.38	BOND PRINCIPAL AND INTEREST PAYMENT 15-16
006	Lunchroom Fund	\$ 73,000.00	\$ 33,928.32	TO AVOID OPERATING DEFICIT AT 6/30/2016
014	Rotary - Sales Tax		\$ 1,135.37	TO AVOID OPERATING DEFICIT AT 6/30/2016
018	Public School Support	\$ 25,000.00	\$ 15,672.18	TO AVOID OPERATING DEFICIT AT 6/30/2016
024	Employee Benefits Self Insurance	\$ 30,000.00	\$ -	HEALTHCARE DEDUCTIBLE FOR 15-16
			<b>\$ 526,398.25</b>	

**Advances 2015-2016**

FUND #	FUND	Aug-15 AMOUNT	Jun-16 AMOUNT	PURPOSE
004	TLC CONSTRUCTION		\$ 57,636.10	TO AVOID OPERATING DEFICIT AT 6/30/2016
501	ABLE		\$ 1,248.29	TO AVOID OPERATING DEFICIT AT 6/30/2016
			<b>\$ 58,884.39</b>	

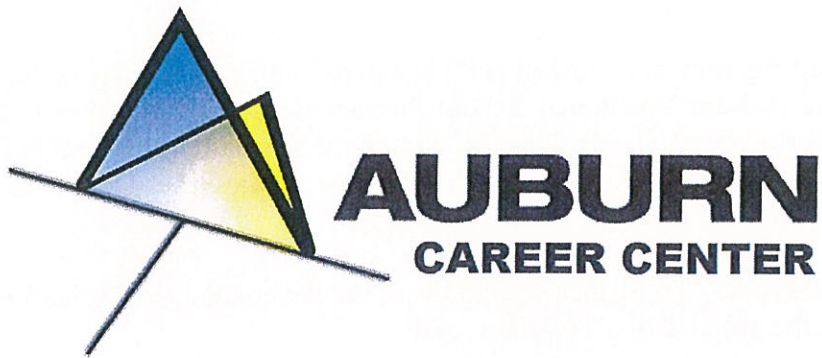
*\*ADVANCES ARE RETURNED TO THE GENERAL FUND WHEN CLOSED AND IN NEW FISCAL YEAR*

Date: 06/23/16  
 Time: 8:52 am

AUBURN VOCATIONAL SCHOOL DISTR  
 Fiscal Year-to-Date Transfer and Advance Summary by Fund/SCC

Page: 1  
 (TRANADV)

Fund Description Fund Number	SCC	Transfers-In (Receipt Code 51xx)	Transfers-Out (Function Code 72xx)	Variance (Transfers-In less Transfers-Out)	Advances-In (Receipt Code 52xx)	Advances-Out (Function Code 74xx)	Variance (Advances-In less Advances-Out)
GENERAL FUND 001	0000	\$ 654,398.25	\$ 654,398.25		\$ 9,503.26	\$ 58,884.39	\$ 49,381.13
Bond Retirement Fund Series 92 002	9211	\$ 243,697.93		\$ 243,697.93			
Bond Retirement Fund Series 92 002	9212	\$ 184,199.68		\$ 184,199.68			
BOND RETIRE 002	9213	\$ 47,764.77		\$ 47,764.77			
TLC CONSTRUCTION PROJECT 004	9116				\$ 57,636.10		\$ 57,636.10
LUNCHROOM 006	0000	\$ 106,928.32		\$ 106,928.32			
Rotary - Sales Tax 014	0000	\$ 1,135.37		\$ 1,135.37			
PRINCIPAL FUND 018	0000	\$ 40,672.18		\$ 40,672.18			
EMPLOYEE BENEFITS SELF INSURAN 024	0000	\$ 30,000.00		\$ 30,000.00			
ABLE 501	915A					\$ 7,901.09	\$ 7,901.09
ABLE 501	916A				\$ 1,248.29		\$ 1,248.29
IMPROVING TCHR QUALITY 590	9015					\$ 1,602.17	\$ 1,602.17
Grand Total:		\$ 654,398.25	\$ 654,398.25		\$ 68,387.65	\$ 68,387.65	



## *Attachment Item #16*

- Approve Agreement for Interim Treasurer Services between the Auburn Vocational School District and the Riverside Local School District

**AGREEMENT FOR INTERIM TREASURER SERVICES BETWEEN THE  
AUBURN VOCATIONAL SCHOOL DISTRICT AND THE RIVERSIDE LOCAL  
SCHOOL DISTRICT**

This Limited Agreement ("Agreement") is entered into this 28<sup>th</sup> day of June, 2016 by and between the Auburn Vocational School District Board of Education ("Auburn"), 8221 Auburn Road, Concord Twp., Ohio 44077 and the Riverside Local School District Board of Education ("Riverside"), 585 Riverside Drive, Painesville, Ohio 44077; collectively referred to herein as the "Participating Districts."

WHEREAS, the finance operations of the Riverside Local School District must continue in the absence of a Treasurer; and

WHEREAS, Victoria Bryant holds a license issued by the Ohio Department of Education to work as a Treasurer; and

WHEREAS, the Board declares it to be necessary for Victoria Bryant to work as the Interim Treasurer for the Riverside Local School District during the absence of a Treasurer;

NOW THEREFORE, the Participating Districts agree as follows:

**1. Interim Treasurer**

(a) Subject to division (b) of this Section, Auburn agrees to provide to Riverside Victoria Bryant to perform Interim Treasurer Services. The Interim Treasurer shall perform those duties set forth in Chapter 3313 of the Ohio Revised Code and other related sections and regulations promulgated by the State of Ohio, and shall have charge of the fiscal and related areas of the District under the direction of the Board.

(b) Auburn shall not assign any individual other than Victoria Bryant to provide Interim Treasurer Services without the written consent of Riverside Local Schools' Board of Education

**2. Payment**

(a) For Interim Treasurer services provided, the Auburn Vocational School District shall be compensated in the amount of \$55.00 an hour. In addition to the hourly rate, Auburn shall be reimbursed for overtime and any other expenses incurred as a result of this agreement. The Interim Treasurer's work schedule shall be established by the Riverside Board President or designee and the Treasurer for the Auburn Vocational School District and may be altered by them from time to time as they determine necessary.

(b) Payments made by Riverside under this Agreement shall be made payable to the "Auburn Vocational School District" and delivered to the Auburn Vocational School District, Office of the Treasurer, 8221 Auburn Road, Concord Twp., Ohio 44077, on a monthly basis.



(c) Failure to make payment as outlined in the Agreement shall constitute a breach which shall result in the termination of the Agreement unless such breach is cured within five (5) calendar days from the date of the breach

### **3. Term of Agreement**

Services provided under this Agreement shall continue until such time as the Treasurer position is filled or until August 31, 2016, whichever occurs first. Further, this Contract may be terminated by either party with fourteen (14) days written notice.

### **4. Bond**

The Interim Treasurer recognizes that the Riverside Local Board will obtain and maintain a bond concerning the performance of the Interim Treasurer. The Interim Treasurer covenants to comply with the terms and conditions for maintenance of that bond and not to perform the duties of her office in such a fashion as to cause the bond to be forfeited.

### **5. Indemnification**

- (a) When the Interim Treasurer is providing services to Riverside Local, Painesville is responsible for the costs of defense and any liability arising out of the Interim Treasurer's services provided to Riverside to the extent required by applicable law. In the event of a dispute as to whether applicable law requires Riverside to provide indemnity and a defense to the Interim Treasurer, such dispute shall be resolved between Riverside and the Interim Treasurer and Riverside shall indemnify and defend Auburn from and against any obligation to defend and indemnify the Interim Treasurer that may otherwise be required of Auburn as the employer of the Interim Treasurer or by virtue of this Agreement.
- (b) Other than expressly provided for in Section 5(a) of this Agreement, no Participating District shall be responsible for the acts or omissions of the other Participating District's officers or employees, nor shall any Participating District incur any liability arising out of the services of any other Participating District's officers or employees.

### **6. Not a Joint Venture**

The Participating Districts, under the authority of O.R.C. 9.482, intend by this Agreement to establish only an arrangement of the Participating Districts with regard to the provision of interim treasurer services and do not intend to create a partnership, joint venture, or joint partnership of any kind. Riverside expressly acknowledges that the Interim Treasurer remains an Auburn employee for the time period covered by this Agreement and shall have no disciplinary or employment authority over the Interim Treasurer.

### **7. Waiver**

No failure on the part of any Participating District to exercise any right or remedy hereunder shall operate as a waiver of any right or remedy that any Participating District may have hereunder, nor does waiver of a breach of default under this Agreement constitute a continuing waiver of a subsequent breach of the same or any other provision of this Agreement.

**8. Amendment**

No modification, waiver, mutual termination, or amendment of this Agreement is effective unless made in writing and signed by representatives for both the Participating Districts.

**9. Governing Law**

This Agreement shall be governed by and construed under the laws of the State of Ohio. Venue for any action regarding this Agreement shall be any court of competent jurisdiction located in Lake County, Ohio.

**10. Entire Agreement**

This Agreement constitutes the complete and exclusive Agreement between the Participating Districts. No terms, conditions, understandings or agreements purporting to modify or vary this Agreement, unless hereafter made in writing and signed by each Participating District to be bound, shall be binding on either Participating District.

IN WITNESS WHEREOF, the Participating Districts and Victoria Bryant have entered into this Agreement on the date first set forth above.

Interim Treasurer

Riverside Local School District  
Board of Education

\_\_\_\_\_  
Victoria Bryant

\_\_\_\_\_  
President

Auburn Vocational School District  
Board of Education

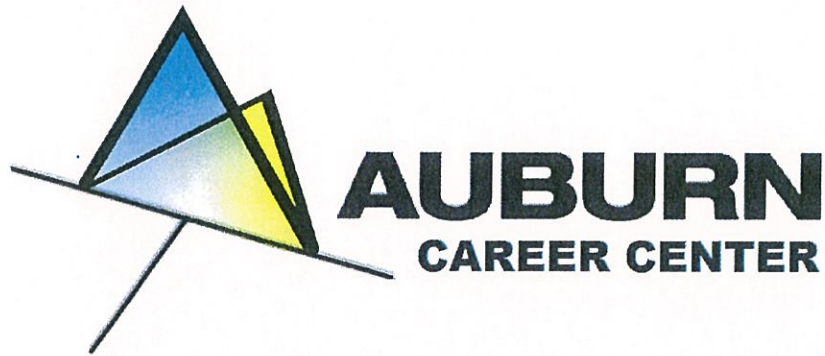
Riverside Local School District  
Board of Education

\_\_\_\_\_  
President

\_\_\_\_\_  
Treasurer

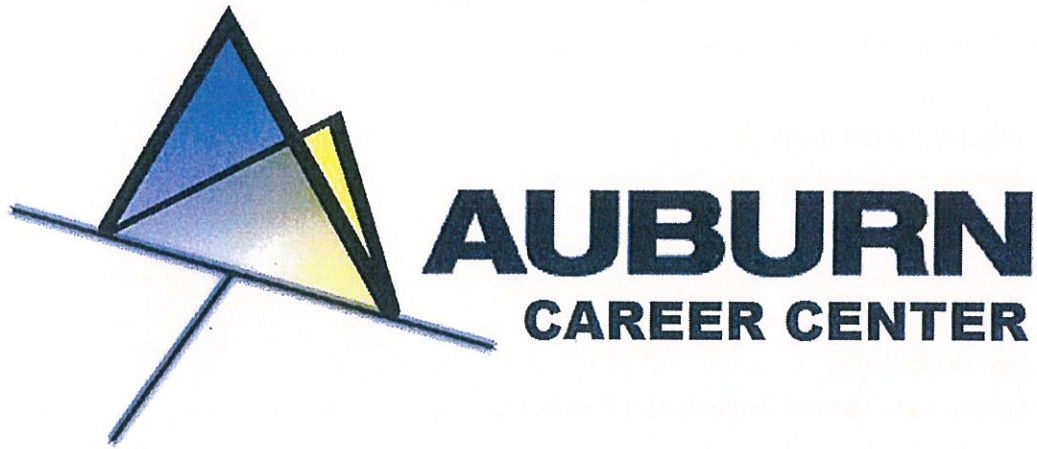
Auburn Vocational School District  
Board of Education

\_\_\_\_\_  
Treasurer



## *Attachment Item #24*

Approve 2016-2017  
School Crisis Plan



# School Crisis Plan 2016 – 2017

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**Auburn Career Center** provides an innovative  
career and technical education that  
**empowers** all learners to  
**excel** in the emerging workplace and  
**enrich** their community.

## **Core Values**

We believe that:

- People are personally responsible for their choices and actions.
- Treating people with dignity and respect will enhance learning.
- Attitude and goals drive achievement.
- All people can learn.
- All people can make positive contributions.
- Change is exciting and essential for growth.

## **Preface**

### **What is the definition of a Crisis?**

A crisis can have major impact on an educational facility or an entire school district, depending on the nature of the crisis. The most important consideration in dealing with a crisis is the health, safety and welfare of the students and staff.

A crisis can happen at any time. Examples include bus accidents, kidnapping, gas explosions, death of a student or staff member, hazardous waste accidents, or a hostage situation.

Some of these things are very likely to occur at any school. The larger the school district, the more complicated the communication chain may become for contacts within the district. The larger the community, the more media contacts there are to be made. Regardless of size, there are certain persons who need to be called in crisis situations.

For issues that have a general impact, such as a natural disaster, or for issues that affect the district as a whole, responsibility for crisis management rests with district administrators.



The District Administrative Team is listed below, with the Assistant Principal acting in the capacity of Administrative Safety Director. That individual will lead the District's immediate response to a crisis and also be in charge of coordinating the drills and other activities of preparation.

Margaret Lynch, Superintendent	(440) 358-8011
Sherry Williamson, Treasurer	(440) 358-8006
Victoria Bryant, Assistant Treasurer	(440) 357-7542 x8044
Jeff Slavkovsky, Principal	(440) 358-8033
Dee Stark, Assistant Principal	(440) 357-7542 x8030
Marcy Trew, Director of Adult Workforce Education	(440) 357-7542 x8028 (330) 760-3256 (cell)
Joe Atwell, Director of Maintenance	(440) 357-7542 x8162
Brenda Carraher, Manager, Food Service	(440) 357-7542 x8214

### **Administrative Responsibilities**

- The Superintendent shall develop a list of persons in charge of the facility in his/her absence. It is advisable that this list be accessible to others.
- Persons in charge when the Superintendent is away shall have copies of the Crisis Plan or shall be made fully aware of the location of the book.
- Persons in charge when the Superintendent is away need to be thoroughly familiar with crisis situations and how to use this publication.
- The Administration needs to devise a procedure for notifying parents/guardians in the event the school needs to close after students have arrived.

### **Superintendent's Assistance to Stricken Areas**

- Utilize emergency plans as described in this manual.
- Assess and control the situation.
- The High School Principal or Director of Adult Workforce Education will have someone contact the Superintendent requesting assistance and explaining the situation and needs.
- Superintendent will gain information, collaborate with the High School Principal, Director of Adult Workforce Education, and Director of Maintenance, and then assess the situation and communicate appropriate action, making necessary contacts to activate assistance.

- Superintendent will advise other Administrators as to assistance that may be expected through the High School Principal, Director of Adult Workforce Education, or the Director of Maintenance.
- The Superintendent will coordinate with the media. If camera crews attempt to go to a particular site, the Superintendent will go to that site. The Superintendent should immediately be forwarded any calls or inquiries for interviews as well as be made aware of any camera crew on school property.

## General Guidelines

- 1) The High School Principal acting in the capacity of Administrative Safety Director will be responsible for leading the immediate response to any crisis.
- 2) This District should annually identify individuals who are on their crisis team, with specific duties assigned to each.
- 3) If a crisis occurs, the Superintendent, Administrators, and other appropriate personnel should be notified immediately and kept apprised of continuing developments. The district team can assist with information, decisions, logistics, media contacts and agency/governmental contacts.
- 4) When the crisis is over, a meeting will be held with all involved to evaluate the plan and make any necessary modifications.

## Communicating with the Media in Times of Crisis

- 1) The primary goal should be to keep the public informed about the crisis while trying to maintain the privacy of students and staff, while at the same time assure as little interruption of the educational process as possible.
- 2) The Superintendent will be the sole communicator with the media for the District regarding the crisis. If local authorities are involved, the Incident Command Team will make decisions on who will address the media about what.
- 3) All facts will be provided to the media, after verified and cleared by local authorities to the Superintendent, and repeated consistently.
- 4) All messages will be concise and focused to provide a summary of events, the next steps to be taken, and acknowledge who is leading the resolution of the crisis.
- 5) As dictated by the Incident Command Team, the Superintendent **and/or the Public Information Officer** will provide the media with regular and frequent updates during the resolution of the crisis.
- 6) If cleared by local authorities, after the crisis is over, a summary of the incident will be provided to bring closure to the event.



- 7) The Superintendent will treat all media inquiries with honest, respectful, and timely information. The Superintendent will express all personal and empathetic messages to families, staff, and other public audiences as needed.
- 8) All other school personnel should refer any media inquiries to the Superintendent stating that "all communication is coordinated through the Superintendent to provide the media with the most up-to-date and factual information." In addition, all staff should not be making statements about the incident through social media, blogs, texting, email, or any other electronic means. All comments made could become public, despite if they are accurate or not.
- 9) As soon as possible, prepare a written statement that gives the basic facts clearly and concisely or ask the Superintendent to prepare one for you. *Two or three minutes spent writing down some specific points is valuable.* If there is time, try to anticipate what some of the questions will be and prepare answers. News people will always want to know: who, what, when, where, why, and how.
- 10) If news media personnel arrive on campus while students are in class, guide their activities so they will not disrupt the educational process. The news media can come onto the campus but should not be permitted to enter **classrooms buildings** or interview students without parent permission, **and will be relegated to the area identified by the Incident Command Team.**
- 11) Staff members should not be engaged in conversation with the media or reporters. *Don't let a reporter's friendly, sympathetic manner disarm you into giving him/her additional information. Don't assume any chatty comments "are off the record" even if you **or the reporter** say they are. Keep in mind that the media aren't in business to help you with your communications needs; the media are in business to 1) make money and 2) disseminate news. "News" can be defined as any information of interest to the public.*
- 12) Staff should be aware that reporters are under constant deadlines, but no deadline is so important that it's worth making an inaccurate statement. If a reporter says he/she has deadline problems, ask how long you have to get the information, and then try to obtain it within that amount of time. Don't put reporters off; they will only get more insistent and abrasive if you do so. Please refer all reporter inquiries to the Superintendent.
- 13) The Superintendent's Office should be updated on any emergency.
- 14) If the crisis will have a long term effect on the students and staff of the school, a committee should be formed to help provide the Superintendent, High School Principal, and Director of Adult Workforce Education of the information available regarding the progress of moving past the incident.

**All communications will be evaluated by the entire district after the crisis has ended within 48 hours.**

## Emergency Evacuation Guidelines

Due to architectural design, and other variable and contributing physical characteristics of a school facility, it is virtually an impossibility to establish a standard emergency evacuation drill or procedure which will effectively, and efficiently, govern all contingencies during the execution of the drill or procedures, but there are fundamentals, which if observed, will expedite the evacuation while maintaining the greatest possible safety factors.

**The primary and specific function of the faculty members, custodians, and office personnel is the expeditious evacuation of the student body and all other occupants of the school facility. All other functions shall be secondary and supplemental to the evacuation.**

Primary routes are established by the Crisis Team with consultation with local authorities. Secondary or auxiliary evacuation routes shall be established in the event that the primary evacuation route is untenable. Under all conditions, travel distances within the confines of the school facility should be kept to a minimum to disallow, or minimize, the possibility of panic by virtue of extended or prolonged exposure to heat, smoke, or gases.

A Quick Reference Guide to this Crisis Plan is located in each room. Also, emergency evacuation cards, indicating a basic floor plan with primary and secondary evacuation routes, are posted at eye level and on the door knob side of the individual classroom doors. The classroom roster shall be attached to the backside of the emergency evacuation card so that attendance can be made when the class has reached its assigned position outside of the school facility.

A red card and a green card are also included. After attendance has been taken, the teacher should hold up the green card should there be no discrepancies to the day's attendance and the students currently present. Should a student be unaccounted for, or should another student be currently present that is not a member of the class, the red card should be held up. The red card signifies for the assigned personnel to inquire about the discrepancy and coordinate a response.

Faculty members, custodians, and office personnel shall:

- 1) Assist, or cause the assistance of, physically handicapped students. This shall mean to include students temporarily handicapped by broken bones, etc.
- 2) Inspect, or cause the inspection of lavatories, supply rooms, and other lesser occupied rooms and areas of the school facility to insure total evacuation. Members of the student body may not be directed to act in this capacity.



- 3) Inspect, or cause the inspection of, their respective classrooms and areas to insure total evacuation. Members of the student body may not be directed to act in this capacity.
- 4) Close, or cause the closing of, all windows in their respective classrooms and areas. Due to the varying styles and types, malfunctions or ease of closing, this procedure shall be deleted should the efficiency of the evacuation be impaired.
- 5) Close, or cause the closing of, all doors in their respective classrooms and areas. This procedure shall be deleted should the efficiency of the evacuation be impaired.
- 6) Affect a "herding" procedure as opposed to leading or following to insure the elimination of stragglers and the rerouting of the student body in the event the primary route is untenable.

Strict silence shall be observed throughout the evacuation to facilitate the issuance of verbal orders or commands by those in authority.

Swift walking pace shall be maintained against running to disallow, or minimize, the possibility of stumbling, tripping or falling. Use of the handrails shall be emphasized.

All occupants shall be evacuated from the proximity of the school facility so as to disallow, or minimize the possibility of injury from heat, smoke, flame radiation, explosion or debris which may result from a fire and so as not to hamper the operation of the Fire Department.

### **Shelter in Place**

Should the safety and well-being of all be determined to be at risk outside of the building, directives will be given to re-enter a safe section of the building, or directives will be given to enter another building on campus. Shelter in Place locations will include the presentation center, cafeteria, industrial technology building, the technology learning center, or the horticulture building.

A record of emergency evacuation drills shall be maintained by the High School Principal acting in the capacity of Administrative Safety Director. These records shall mean to include the date of the drill, the time of the drill, the time necessary for the total evacuation and remarks pertaining to any unusual condition(s) which would tend to minimize the effectiveness of the drill. The record shall include the present school year and the two preceding school years.

## Lockdown Procedure

- 1) The Administration will broadcast the following announcement to all areas of the school building: **“Attention! We are in school-wide lockdown.” (Repeat 3 times)** This signals all teaching staff members to:
  - a) Quickly look into the hall for anyone and signal for them to enter their room. Lock themselves and their students in their labs and classrooms.
  - b) Turn off lights, close interior shades, draperies, etc. to cut off visual contact. Leave open all exterior blinds so safety forces can see into the room.
  - c) Direct and make sure that all persons under their jurisdictions in the classroom (lab) are in the designated safe area. All people should be kept away from doors, outside sight lines, and windows where possible. This may include in a locker room, isolated corner or under desks.
  - d) Calmly explain that there is a crisis or crisis drill currently in operation.
  - e) Identify any persons under their jurisdiction who are in attendance but not in their present location. Also take note of anyone present, but not under their direct jurisdiction. **Do not let anyone leave or enter the designated safe area!**
  - f) If any persons in their area are injured, attend to them and administer First Aid, if possible.
  - g) Silence phones and radios. Remember to turn off text alerts as well. Teachers should use cell phones to communicate with the Superintendent (cell 440.477.1628) or other administrators. These numbers should be in your cell phone directory. Should staff or students use cell phones, please keep voice low, and use short concise sentences to convey only pertinent facts. **If possible, use text feature versus voice.** If cell phones are not able to communicate, please assure others that this is normal in times of crisis or disaster.
  - h) If possible, during an intrusion, movements will be monitored through the surveillance cameras and locations announced. Should it be deemed safe to evacuate, refer to the emergency evacuation plan.
  - i) If evacuating is not an option, barricade the doors. Push and stack as many large things as possible up against the door. Remain in the designated safe area until notified by proper authorities. The authorities will be able to enter the room when it is safe. No one will have to let them into the room, so do not attempt to open the door should someone ask from the outside.



- j) If an actual incident has occurred, as soon as the situation has been resolved write a concise, clear report of their whereabouts, actions, and any direct or indirect relationship to the incident, noting specific details (time, locations, witnesses, etc.) See Appendix B.
- 2) Call 911. State where you are; what is happening & where in the building.
  - 3) All staff and visitors are to move to the designated safe areas.
  - 4) **Student Services Personnel**, as soon as their safety is secured, are to report to the school office to:
    - a) Identify students in need of immediate intervention, and initiate such intervention.
    - b) Contact parents of those students who are identified in 4a).
    - c) Develop a plan for utilization of the Lake and/or Geauga Crisis Intervention Team.
  - 5) **Maintenance Staff**, as soon as their safety is secured, are to report to the school office to assist any emergency personnel and perform emergency repairs.
  - 6) ~~At no time are any~~ **Employees** **are** advised ~~or authorized~~ **not to disarm, bargain, reason, etc.** with an armed individual or anyone suspected of being armed. Personal safety and the safety of those persons under Auburn's jurisdiction are of the utmost and only priority. **However, individuals faced with incidents that present potential imminent bodily harm or death, professional judgement should be used for response.**

When the crisis has subsided, care must be taken to protect the privacy of all involved. Relationships with the news media are described earlier in this document. Particular care must be taken to protect the privacy of students. The Auburn Career Center will not allow members of the news media to interview students without the permission of parents or guardians.

## Lockdown Drills

### Secured Lockdown

The Administration will broadcast the following announcement to all areas of the District: **“Attention! We are in school-wide Lockdown.”** (Repeat 3 times.)

This signals all to follow the Lockdown Procedure above

### Working Lockdown

The Administration will broadcast the following announcement to all areas of the specific building: **“Attention! We are in school-wide Working Lockdown. Lock your doors and continue your normal business. No one should leave or enter the area you are currently at.”**



Working Lockdowns are used when the reasons, such as a medical emergency. hallways need to be clear for various

## **AED (Automated External Defibrillator) Procedure**

### **GENERAL GUIDELINES**

#### **Location of Automated External Defibrillator (AED)**

The Auburn Career Center owns and maintains automated external defibrillators for use on cardiac arrest victims on the school grounds. These AEDs are located in a prominently displayed location in the A-Wing hallway and the Technology Learning Center atrium area. It will be kept visible and accessible to all staff members.

#### **Staff CPR-AED Training**

Staff members are offered VOLUNTARY training in how to perform CPR, choking maneuvers, and utilization of the AED. Voluntary training and response assures coverage under Ohio's Good Samaritan Law. This training must be updated biannually to maintain certification. As CPR skills are not required under staff job descriptions, employees are covered by the Good Samaritan Law.

#### **Persons Who Can Use the AED**

Any person trained in the proper use of an AED should be allowed to utilize the device in an emergency. Normally this will be a staff member; however, students or bystanders should be permitted to use the device, **when an AED trained staff member is not present**. The AED will guide the individual through the process. The standard training will be the Heartsaver AED or Healthcare Provider (Professional Rescuer) Course from the American Heart Association, American Red Cross or other equivalent certifying agency.

#### **If the AED is Used**

In the event that the AED is used, contact the person in charge of AED maintenance, John Blauch, immediately. The AED can be used again by using the extra set of electrodes, available in the AED case. The defibrillator battery is good for multiple shocks and events. The AED records the heart rhythms, thus the event can be electronically downloaded, such that information for the physician caring for the patient can be reviewed later.

#### **General Guidelines for AED Use**

The procedure for use of the AED will be in congruence with the manufacturer's recommended operating instructions and the current American Heart Association's recommendations for CPR-AED use and implementation [revised every eight (8) years].

Caveats for AED use are:

- 1) CPR must be performed in combination with the use of an AED.
- 2) The AED pads are only applied to unconscious, non-breathing persons.
- 3) **Presently**, An AED can be applied ~~to infants under age one (1)~~ and used on people regardless of age.
- 4) All persons must be "clear" or not touching a victim prior to pushing the shock button.

- 5) Any person may use an AED, regardless of training, including members of the lay public.

## **Procedure for Cardiac Arrest**

- 1) Call 911. State where you are; what is happening & where in the building.
- 2) Notify the Administration through the High School Office at ext. 8298 or 8113.  
**Evening classes should dial 0.**
- 3) An office employee will then make an immediate "All Call" PA announcement with the narrative: **"Attention! There is a medical emergency in Room \_\_\_\_, all trained staff members please respond."** (Repeat three times)
- 4) The Administrative Assistant will attempt to call the trained EMT or RN on Radio Channel 2.
- 5) Administration should implement a working lockdown procedure.
- 6) An office staff member should get the AED and bring it to the location of the emergency.
- 7) Any available staff members trained in CPR-AED use should report to that room to assist with CPR and defibrillation.
- 8) One staff member should meet the ambulance crew and escort them to the location of the problem.
- 9) After the cardiac arrest, contact assigned AED maintenance person to place the unit back in service.

### **Maintenance of the AED**

Maintenance duties include replacing the lithium battery, defibrillation pads, and getting the unit repaired in the event the red "wrench" light comes on. No other maintenance is needed to the unit. Contact Captain John Blauch with questions.

**Liability increases when the device cannot be utilized quickly due to delays in access to the unit. It must always be placed back in the cabinet from where it came.**

## **Aircraft Disaster**

**In the event of an aircraft crash into or near facility, any observing faculty or staff member should:**

- 1) Call 911. State where you are; what is happening & where in the building.
- 2) Notify the Administration through the High School Office at ext. 8298 or 8113 so that the Emergency Evacuation Plan can be put into action. **Evening classes should dial 0.**
- 3) Utilize modified emergency exit plan (available at all door exits) to maximize safety of students.
- 4) Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash.
- 5) Provide for treatment and removal of injured people.
- 6) Account for all facility occupants and determine extent of injuries.

### **Aircraft crash on or near school site but no damage to facility:**

- 1) Call 911. State where you are; what is happening.
- 2) Notify the Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.**
- 3) All students and staff should remain in the facility. Any students or staff outside should report immediately to their classroom or designated area until further instructions are received.
- 4) No evacuations should occur unless subsequent explosion or fire endangers the facility, or instructions to do so are made by Administration or local authorities.

## Assault and Rape

In the event there is an occurrence of rape and/or serious assault on the premises of Auburn Career Center, any faculty or staff member learning of this event should:

- 1) Call 911. State where you are; what is happening & where in the building.
- 2) If injuries are life-threatening, render first-aid to victim, if possible.
- 3) Notify Administration through the High School Office at ext. 8298 or 8113.  
**Evening classes should dial 0.**
- 4) An Administrator or Administrative Assistant to check for:
  - 1.) Emergency Medical Authorization Form.
  - 2.) Personnel emergency card if a staff member.
- 5) Administrator and/or local authorities will notify parent/guardian or next of kin.
- 6) Faculty or staff member attending to the victim should obtain as much information regarding the assailant and incident as possible.
- 7) If the attack just occurred, the victim should stay as they are. They should not clean themselves or change, as that could disturb any evidence.
- 8) If advisable, the faculty or staff member may be asked to accompany victim if necessary.

REMINDER – PLEASE NOTE that the Superintendent's Office will be the only source of information released to the press.

## **Blood-borne Pathogens**

Blood-borne pathogens are disease-producing micro-organisms that may be present in human blood and other body fluids. These pathogens include, but are not limited to HBV and HIV. Exposure to these pathogens can be controlled by preventing human blood and other body fluids from coming into contact with employees' and students' skin, eyes or mouth and more importantly, with cuts or breaks in the skin and open sores in the mouth.

Appropriate safety precautions include wearing gloves, masks, and face shields that can be found in the classroom biohazard bag. Immunization for HBV is also an effective precaution.

Auburn Career Center employees and students who have a higher risk of contact with blood-borne pathogens include:

- Health care instructors
- Cafeteria workers
- Maintenance and custodial workers
- School administrators
- Students in some designated programs

These persons shall be offered HBV immunizations provided by the school district.



## Bleeding Incident

If someone is bleeding, any observing faculty or staff member should:

- 1) Keep the injured person stationary. **DO NOT LET THEM MOVE ABOUT!**
- 2) **Immediately contact the High School Office** at ext. 8298 or 8113 and advise that the victim is bleeding and in need of help. **Evening classes should dial 0.**

**If the victim is in jeopardy, loses consciousness, and/or stops or has difficulty breathing, or if blood is spurting and/or bleeding does not stop under direct pressure:**

- 3) Call 911. State where you are; what is happening & where in the building.
- 4) Notify Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.**
- 5) From the classroom biohazard kit, put on disposable gloves (and a mask and eye protection if splattering of blood could occur).
- 6) If possible, have the victim apply direct pressure to the wound with sterile gauze or the cleanest material available. If the victim is unable to apply direct pressure, faculty or staff member or other faculty or staff member present should apply direct pressure to the wound.
- 7) Instruct the victim to elevate the injured area to decrease the bleeding. (Elevation should only be encouraged if it does not increase the victim's discomfort).
- 8) **Using gloves**, place any materials contaminated by blood in a plastic bag and seal the bag.
- 9) After materials have been placed in a sealed plastic bag, immediately notify the High School Office at ext. 8298 or 8113 of the location of the bag of contaminated materials. They will then contact the maintenance department, who is solely responsible for its removal to a biohazard disposal container. **Evening classes should dial 0.**

## **Bodily Fluids Contamination**

If a classroom, lab, or unsecured area is contaminated with bodily fluids by incident involving bleeding, vomiting, urine, etc., all personnel should:

- 1) Immediately notify the High School Office at ext. 8298 or 8113 and they will inform the maintenance department. **Evening classes should dial 0.**
- 2) **DO NOT ATTEMPT TO CLEAN** contaminated area or contaminated materials on your own.
- 3) Remove all individuals from the area, and keep others from entering the contaminated area and exposure to contaminated materials.
- 4) All incidents of bodily fluid spills and contamination will be cleaned by maintenance personnel only with the use of authorized spill kits.

*If you come into contact with blood or any bodily fluid, you should, in all cases, immediately rinse/wash/flush the area thoroughly with soap and water. Contact the High School Office at Ext. 8298 or 8113 to report any exposure. Evening classes should dial 0.*

*All blood or bodily fluid spills are to be contained and cleaned BY AUTHORIZED AUBURN CAREER CENTER STAFF ONLY. All spills must be immediately reported!*

## Bomb and Weapon Threats

The Superintendent and local authorities must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources; then, the Superintendent acts in such a manner that reflects the best safety and interests of those under his/her charge.

Bomb and other threats may be originated in writing, in person, over the telephone, posted on social media or relayed through a second source. Also, someone may be concerned about a suspicious package or device that is noticed on campus.

**Basic Documentation** – The individual receiving the threat shall attempt to:

- 1) If the threat is received through a phone call, the person who has answered the phone is advised to keep the caller on the line as long as possible.
- 2) If any faculty or staff members become aware of a bomb threat, weapon threat, or other type of threats, they should notify Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.**
- 3) If a bomb is suspected to be on campus, only landlines should be used for telephone calls. Mobile phones are can be used as detonators.
- 4) Write down all the information obtained in the exact words. Use the record sheet immediately following the instruction pages; place copies of the bomb or weapon threat sheet at appropriate phone locations. (Appendix C)

**The Administration shall:**

- 1) Notify the Lake County Sheriff Department ~~& Concord Fire Department.~~
- 2) Notify the Superintendent and/or their designee.
- 3) Institute a Working Lockdown Procedure, with school activities continuing as normally as possible.
- 4) Alert appropriate staff of situation and implement facility search.
- 5) The decision to evacuate the building will be made **jointly** by Safety Forces **and Administration**. Staff should be alert to anything unusual and report such to the Administration.
- 6) The recommendation to close school will be made only after consultation between the Superintendent's office and Administration with Safety Forces.
- 7) Submit written reports to authorities as soon as possible following incident.

## **Bus and Auto Accident on Trips Away from District**

Before leaving the district:

- School buses, by law are required to carry first aid kits.
- Trip Supervisor needs to take along, in all school authorized automobiles and vans, all safety equipment required.
- Only school van certified personnel are to drive students in school vans.
- Trip Supervisor needs to take along a list of students in attendance, including for each student his/her Emergency Medical Authorization Form.
- Trip Supervisor needs to take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, home school phone numbers, name and work telephone of spouse or nearest relative and medical and health information on each. A copy of the teacher's Emergency Medical Authorization Form should be taken on the trip.
- Trip Supervisor needs to follow Board of Education policy and administrative regulation on field trips.

### ***In event of accident:***

- 1) Remain calm.
- 2) If threat of fire exists, move faculty and students to a safe location.
- 3) Call 911. State where you are; what is happening.
- 4) Notify Administration through the High School Office at (440) 357-7542 ext. 8298 or 8113. **Evening classes should dial 0.**
- 5) Administration will notify School District Transportation Department (if bus).

## **Bus and Auto Accidents with Serious Injuries/Fatalities**

- 1) Driver and Chaperones remain calm.
- 2) If threat of fire, move faculty and students to a safe location.
- 3) Call 911. State where you are; what is happening.
- 4) Administer first aid, if possible.
- 5) Notify Administration through the High School Office at (440) 357-7542 ext. 8298 or 8113 or through their cell phones. **Evening classes should dial 0.**
- 6) Administrators will notify School District Transportation Department (if bus).

**DO NOT ISSUE STATEMENTS TO THE PRESS. REFER PRESS TO THE CIVIL AUTHORITIES IN CHARGE OR THE SUPERINTENDENT.**

## Earthquake or Other Natural Disasters

In the event Auburn Career Center experiences an earthquake or other natural disaster of life-threatening severity, the Administration will determine that if the safety of students and staff is endangered. If the students' safety is possibly at risk, the Administrator will follow procedures listed below:

In the event of injuries:

- 1) Call 911. State where you are; what is happening & where in the building.
- 2) Give first aid, if possible.
- 3) Set up a first aid center.

During the disaster:

- 1) The staff should order the students to drop to the floor and move away from windows and from under light fixtures, and be as close to an interior wall as possible. Do not have students go outside until directed to do so.
- 2) If the facility is unsafe, ~~dismiss classes one at a time through safe exits~~ initiate the **Emergency Evacuation procedure**. Do not re-enter the facility until advised to do so.

Move the students away from facility, trees or wires, etc. Stay in the open until instructed to do otherwise.

## Fire or Explosion

When a fire or explosion occurs in a facility, there is an immediate threat to students and staff.

- 1) If the fire alarm has not already sounded, pull the fire alarm.
- 2) Initiate the regular Emergency Evacuation immediately.
- 3) Call 911. State where you are; what is happening & where in the building.
- 4) Administration will consult with the Superintendent regarding closing of school.

## Fire Prevention

The prevention of fire in the Auburn Career Center facility is an ongoing activity. Areas where an increased potential for fire exists will be specifically identified. Those identified areas will include, but not be limited to, areas where:

- 1) Flammable materials are stored.
- 2) Flammable materials are utilized on a regular basis.
- 3) Open flame or heat is utilized on a regular basis, and/or
- 4) There is an increased risk of fire as identified by the local Fire Chief or Marshall.

Areas designated as having increased potential for fire are designated on the evacuation maps at the end of this document and include:

- |  |                          |
|--|--------------------------|
| 1. Auto Technology Lab/Storage Areas         | Room 2B                  |
| 2. Auto Body Lab/Storage Areas               | Room 6B                  |
| 3. Boiler Room                               | A Wing                   |
| 4. Compactor Storage Area                    | C Wing                   |
| 5. Construction Technology Lab/Storage Areas | Room 9C                  |
| 6. Cosmetology Lab/Storage Areas             | Rooms 5A & 7A            |
| 7. HVAC Lab/Storage Areas                    | Industrial Arts Building |
| 8. Kitchen & Culinary Arts Lab               | Kitchen                  |
| 9. Maintenance Storage Area                  | Back Building            |
| 10. Maintenance & Environmental Services Lab | Room 8B                  |
| 11. Health Lab/Storage Areas                 | Room 13C                 |
| 12. Welding Lab/Storage Areas                | Room 9B                  |

The Director of Maintenance will inspect the identified areas on a regular basis. Any concern, irregularity, or potential problem will be reported to the Superintendent by the Director of Maintenance. The Director of Maintenance will also inspect building fire extinguishers on a semi-annual basis.



## Fire Drill Guidelines

Facility administrators should be aware of the following:

- Prior to the fire drill, the proper fire authorities/alarm companies should be notified.
- After a fire drill, the proper fire authorities/alarm companies should be notified of the time involved for the drill.
- The date of the drill and the time involved should be reported to the Superintendent's Office by the High School Principal or Director of Adult Workforce Education.
- Two (2) exits should be known to all:
  - One (1) main route
  - One (1) alternate route
- The teacher should be the last person out of the door to make sure that open windows are closed and the hall door is closed.
- Teachers must know where every child is when you get to your safety point:
  1. Use class roster to take attendance.
  2. Make note of students who are present at school but not with you now.
  3. Make note of students who are with you but not on your class roster.
  4. If either of #2 or #3 applies, hold up the red card.
  5. If attendance is perfect, hold up the green card.

Those with a "specialist" (nurse, tutor, etc.) must be accounted for by the specialist who should notify the school official accounting for red cards. Any student outside the room at the time of the drill but not with a specialist must immediately leave by the closest door, and then the student must report to the nearest teacher's group.

## Gas Leak

Natural gas leaks, with odor in the facility, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside of a facility.

If leak is in or near facility:

- 1) Initiate the Emergency Evacuation Plan and notify Administration by contacting the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.** Get students a safe distance from the facility.
- 2) Call 911. State where you are; what is happening & where in the building.
- 3) If the leak is inside the building, windows and doors should be opened, if possible. If outside, everything should be closed up. No flames or sparks; no starting vehicles.
- 4) The Maintenance Department should turn off main gas valve.
- 5) Call Dominion East Ohio if necessary (440-946-8776).
- 6) Keep students at a safe distance until the problem has been corrected.

## Hazardous Substance Response

The most important aspects of responding to a hazardous substance incident are identifying the substance and responding quickly. Lost time can increase the severity of a victim's reaction to the substance.

In cases of a hazardous substance incident, the first staff member at the site of the incident should:

- 1) Insure the safety of bystanders. Do not enter the area! If others are in the area, use precautionary measures to insure their safety. Do not allow others to enter the area!
- 2) Identify the substance, if possible.
- 3) Notify Administration through the High School Office at ext. 8298 or 8113, unless there is an imminent danger of explosion or other catastrophe, then call 911.  
**Evening classes should dial 0.**
- 4) If serious enough, the Emergency Evacuation Plan will be initiated. Once outside, separate those who may have been affected and stay upwind. Maintenance will shut off HVAC system.
- 5) Follow the exact response(s) in the exact order as found on the corresponding Material Safety Data Sheet (MSDS).

**It is important to note that each incident MUST be followed up by:**

A phone call from an Administrator to the parent/guardian of all minors involved and an accident report. (Appendix B).

## Kidnapping

In the event of a kidnapping, the individual receiving information regarding a kidnapping should:

- 1) Call 911. State where you are; what is happening & where in the building.
- 2) Notify Administration through the High School Office at ext. 8298 or 8113.  
**Evening classes should dial 0.**
- 3) An Administrator should notify the parent/guardian.
- 4) An Administrator should notify Associate School Principal.

Among *preventative activities* which may help avoid kidnapping situations are:

- 1) School Administrative Assistants should have a list of students who are not to be released to anyone except a particular parent or guardian.
- 2) Emergency Medical Authorization Form **and Infinite Campus profile** of such students should be **tagged flagged** with this information.

## Medical Emergency

When a life threatening situation is perceived to exist, the individual receiving information regarding a medical emergency should:

- 1) Call 911. State where you are; what is happening & where in the building.
- 2) Apply first aid and life-sustaining techniques, if possible.
- 3) Notify Administration through the High School Office at ext. 8298 or 8113.  
**Evening classes should dial 0.**
- 4) An office employee will then make an immediate "All Call" PA announcement with the narrative: **"Attention! There is a medical emergency in Room \_\_\_\_, all trained staff members please respond."** (Repeat three times)
- 5) An Administrator will enact a Working Lockdown Procedure.
- 6) The Administrative Assistant will attempt to call the trained EMT or RN on Radio Ch. 2.
- 7) An Administrator will call the victim's parent/guardian immediately. Some situations may require immediate transportation of the student/employee by EMS **to the nearest hospital.**
- 8) If parent or guardian cannot be reached, an Administrative Assistant should continue to:
  - Phone parent or persons listed on Emergency Medical Authorization Form or Emergency card if staff member.
  - Phone the secondary contacts on Emergency Medical Authorization.
  - If applicable, contact brother or sister (if on site) to seek additional information.
  - If a connection is made, forward the call to an Administrator who will provide information regarding the medical emergency.

## Nuclear Plant Accident

The Crisis Plan for any nuclear accident is well documented. Any response to a nuclear plant accident will be found in the Perry Nuclear Plant Disaster Plan. A county-wide disaster plan has already assigned busses to arrive at Auburn Career Center to relocate students and district personnel.

Auburn Career Center students will be bused to Mentor Ridge Middle School. Ridge Middle School is located at 7860 Johnnycake Ridge (Route 84), Mentor, across from the Great Lakes Mall. Students may be picked up at Ridge Middle School.

Any student not picked up at Mentor Ridge Middle School by 8:00 p.m. will be transported to Willoughby South High School located at 5000 Shankland Road, Willoughby. To get from Ridge Middle School to South High School, take Route 84 West for about four miles to Shankland Road. Turn right on Shankland Road and proceed North. South High School is on the left.

Students that drive to Auburn will be allowed to use their vehicle to leave the premises, but will be **encouraged not to go home** if their home is within the danger zone. This zone will depend on where the accident is located and the severity.

All persons involved in the relocation of Auburn Career Center students need to keep in mind that students attend Auburn from Lake and Geauga Counties. Thus, students are coming to Auburn from a large geographic area and some students will be able to go directly home if they drove.



## Power Failure

If there has been a power failure at Auburn Career Center, or if lines are reported down in the area, the Director of Maintenance should assess the situation, notify the Superintendent and the following procedures should be used:

### ***Power failure prior to school opening:***

- 1) Notify Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.** The internal phone system may not work in the event of a power outage.
- 2) The Director of Maintenance will call First Energy at 888-544-4877.

### ***Power failure during school hours:***

- 1) Director of Maintenance will notify the Superintendent and Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.** The internal phone system may not work in the event of a power outage.
- 2) An Administrator will institute a Working Lockdown. **All people should move to areas that have more natural light.**
- 3) The Director of Maintenance will call First Energy at 888-544-4877.
- 4) The Director of Maintenance will keep Superintendent's Office posted and await notification of a school or district closing decision.
- 5) An Administrator will compose a message and activate the automatic phone messenger system to notify parents if school will be closed or if there will be an early dismissal.

### ***Power lines down in area:***

The individual who first discovers that a power line is down should:

- 1) Call 911. State where you are; what is happening.
- 2) Notify Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.**
- 3) An Administrator will have the School Resource Officer and the Director of Maintenance go to the area of the downed lines to prevent people from going near them.
- 4) Call First Energy if necessary at 888-544-4877.

## Tornado Guidelines

If a weather siren is heard, or if an individual is made aware of an immediate threat of a tornado coming toward Auburn Career Center, they should notify the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.**

An announcement will be made that a tornado warning has been issued for the area and the plan for going to the tornado shelter area is to be put into effect immediately.

### Instructions and Regulations

Students should:

- 1) Keep calm and quiet and listen for instructions
  - when alarm sounds
  - while going to shelter area
  - while in shelter area
- 2) Let the teacher know immediately if injury occurs.

**Tornado Watch**: An alert or forecast issued whenever atmospheric conditions are favorable for development of severe weather or tornadoes, giving an estimate of the situation. Actual condition in the area at that time of the "watch" announcement may not be threatening.

**Tornado Warning**: A warning of danger issued when a tornado has been sighted and there may be danger to life and property if protection measures are not taken by people who are in its path.

Teacher should:

- 1) Look into the hallway and direct any nearby students to the shelter area.
- 2) Take class roster and take attendance once the class has reached the shelter area.
- 3) Make note of students who are present at school but not with you now.
- 4) Make note of students who are with you but not on your class roster.
- 5) Make special provisions for assisting handicapped individuals.

Office employees and others should be instructed as to what to do with records, closing of vaults, etc.

Custodians should be instructed about securing dangerous utilities.

Students and teacher should know positions to take for greatest safety – squatting with hands locked at back of neck, etc., or other protective methods.

If there is not time to put into effect the regular tornado shelter plan:

- Go to the inside wall of the room, preferably in a corner.
- Stay away from windows and doors.
- Lie down on floor under desk or heavy piece of furniture.

School vehicle drivers should be familiar with the procedures to follow if a tornado is spotted while they are transporting students:

- Drive away from the tornado's path at a right angle.
- If there is not time to escape, have students exit vehicle and lie flat in nearest ditch or ravine.

**Shelter** - The High School Principal acting in the role of Administrative Safety Director and Director of Maintenance should determine by a study of each facility the best tornado shelter areas.

Tornado drills are required at least once a month during April, May, and June, pursuant to OFC 409.2. Plans regarding tornado drill procedures for each facility should be in all offices prior to the beginning of each school year.

## Tragedy

In the event of a tragedy (death, suicide, murder, etc.), the individual who is first to become aware of the tragedy should immediately notify Administration through the High School Office at ext. 8298 or 8113. **Evening classes should dial 0.**

### *Immediate Action:*

- 1) Call 911 or proper authorities if this has not been done. One staff member should meet the ambulance crew and escort them to the location of the problem. **[Formally step 2]**
- 2) An Administrator should immediately verify the facts and details of information provided by the person first on the scene of the tragedy. **[Formerly step 1]**
- 3) Notify Superintendent, Director of Maintenance, and/or other Administrators.
- 4) An Administrator or proper authorities will contact the family of the person involved in the tragedy.
- 5) Any/all relatives of the person(s) victimized by the tragedy and part of the Auburn Career Center student body, faculty, staff, or other personnel will be contacted by an Administrator and provided with privacy and/or counseling from guidance counselors, EMT, or nurse personnel until they are either able to leave or have been picked up by family members.
- 6) Generally, anything related to the tragedy should be left as is, so civil authorities can collect evidence for an investigation. If and when the tragedy is free from any criminal investigation or legal entanglements, the High School Principal acting as Administrative Safety Director will remove any personal items from the individual, desks, purses, briefcases, backpacks, or other containers as well as secure any personal information contained in any high school/adult/personnel files or folder(s), disable any electronic access to email, program access or other systems, and remove the individual's name from any and all mailing or computer list(s). **[Formally step 4]**

### *School Plan of Action:* (specific to be determined with each incident)

- 1) The Administrator in charge will contact the Superintendent to give a full appraisal of the tragedy and the recommendations of the proper authorities.
- 2) The Superintendent will decide on one of the next steps. Steps could include one or all of the following:
  - Initiate a **lockdown or** working lockdown.
  - Initiate a School-wide conference call for all personnel.
  - Address the school community on PA system providing update and directions.

- 3) The Superintendent will notify Administrators, Director of Maintenance, and proper authorities if necessary of next step chosen from list above and seek their help in implementing plan.
- 4) The Superintendent will notify the media and board members, plus respond to other inquiries regarding the tragedy.
- 5) After the plan has been implemented, the Superintendent and the Administrators will hold a district wide meeting to provide a summary of the events that occurred related to the tragedy.
- 6) Administrators and all personnel involved in responding to the tragic event will meet to evaluate the crisis plan procedures to gain insight and how to improve the crisis plan if a similar event should happen in the future.
- 7) If special activities, memorial services, or other healing activities are needed, the Superintendent will assemble a "Transition" committee to help guide the District in listening to constituents and to guide the district in moving forward after the tragic event.

## Weapons and/or Hostage Situation

1. In the event of, or under the suspicion of, a person on campus having possession of a dangerous weapon (gun, knife, etc.), or using or likely to use a weapon, and/or people are taken hostage on campus, the Lockdown Procedure should be followed.
2. If an active shooter is in the building, the orange button on the MARCS radio should be pressed. The radio is located at the reception desk. If possible, communicate any information to the dispatchers through the radio. ***This radio is only to be used if an active shooter is in the building.***
3. **If it is an immediate emergency, call 911.** State where you are; what is happening & where in the building.
4. Notify Administration through the High School Office by calling ext. 8298 or 8113. **Evening classes should dial 0.**
5. The Administration will broadcast the following announcement to all areas of the school building: **"Attention! We are in school-wide lockdown." (Repeat 3 times)**
6. Once the situation is secured by safety forces, specific evacuation directions will be initiated by safety forces on campus.



## Appendix A - Important Phone Numbers

### **Auburn Career Center Administration**

Margaret Lynch, Superintendent	(440) 358-8011
Sherry Williamson, Treasurer	(440) 358-8006
Victoria Bryant, Assistant Treasurer	(440) 357-7542 x8042
Jeff Slavkovsky, Principal	(440) 358-8033
Dee Stark, Assistant Principal	(440) 357-7542 x8030
Marcy Trew, Director of Adult Workforce Education	(440) 357-7542 x8028 (330) 760-3256 (cell)
Joe Atwell, Director of Maintenance	(440) 357-7542 x8162
Brenda Carraher, Manager, Food Service	(440) 357-7542 x8214

### **Schools Directory**

Lake County Educational Service Center – (440) 350-2563  
Geauga County Educational Service Center – (440) 279-1700

#### **Berkshire Local Schools**

Doug DeLong, Superintendent - (440) 834-3380 x2106  
Steve Reedy, H.S. Principal - (440) 834-3380 x3302  
Kelly Timmons, Asst. Principal - (440) 834-3380 x3303  
Michelle Paluf, Guidance (A-K) - (440) 834-3380 x3314  
Brittany Bakalar, Guidance (L-Z) - (440) 834-3380 x3308  
Nancy Sherbondy, Attendance - (440) 834-3380 x3304  
Suzanne Steinhoff, Transportation - (440) 834-3380 x2111

#### **Cardinal Local Schools**

Scott Hunt, Superintendent - (440) 632-0261 x224  
Jeremy Hunter, H.S. Principal - (440) 632-0264 x1112  
Sherry Peters, Asst. Principal - (440) 632-0264 x1119  
Jill DeRamo, Guidance - (440) 632-0264 x1160  
Tammi Cable, Attendance/Guidance - (440) 632-0264 x1111  
Diane Baumgartner, Transportation - (440) 632-5913 x1241 or (440) 632-0263

#### **Chardon Local Schools**

Michael Hanlon, Superintendent - (440) 285-4052 x400  
Steven Kofol, Asst. Superintendent – (440) 285-4052 x401  
Andrew Fetchik, H.S. Principal - (440) 285-4057 x411  
Douglas Murry, Asst. Principal - (440) 285-4057 x412  
Brian Linn, Asst. Principal - (440) 285-4057 x413  
Nicolle Hetrick, Guidance - (440) 285-4060 x421  
Lacy McDonald, Guidance - (440) 285-4060 x419  
Tim Hurlbut, Guidance – (440) 285-4060 x420  
Tina LaCasse, Attendance - (440) 285-4057 x416 or (440) 286-0416  
Josh Nau, Transportation - (440) 285-4069 x501 or (440) 286-0501



### **Fairport Harbor Schools**

Domenic Paolo, Superintendent - (440) 354-5400  
Thomas Fazekas, H.S. Principal - (440) 354-3592 x306  
Michelle Jurick, Guidance - (440) 354-3592 x304  
Renee Kazsmer, Attendance - (440) 354-3592 x301  
Heidi Bodi, Transportation – (440) 354-3592 x305

### **Gaitway High School**

Lindsay Baar, Principal - (440) 708-0013 x152

### **Geauga Academy**

Donna Cook, Principal - (440) 358-8018 or (440) 477-5309 (Cell)  
Jill Maiorca, Social Worker - (440) 419-3441

### **iSTEM Geauga Early College High School**

#### **Kenston Local Schools**

Nancy Santilli, Superintendent - (440) 543-9677  
Kathleen Poe, Asst. Superintendent - (440) 543-9677  
Jeremy McDevitt, H.S. Principal - (440) 543-9821 x3023  
Tom Gabram, Asst. Principal - (440) 543-9821 x3027  
Katie Detwiler, Guidance - (440) 543-9821 x3036  
Ray Kimpton, Guidance - (440) 543-9821 x3038  
Jessica Kardamis, Guidance - (440) 543-9821 x3037  
Patsy Grear, Attendance - (440) 708-1811  
Melody Coniglio, Transportation - (440) 543-9567 x3061

#### **Kirtland Local Schools**

Stephen Barrett, Superintendent - (440) 256-3311 x1000  
Lynn Campbell, H.S. Principal - (440) 256-3366 x4001  
Matt Paul, Assistant Principal - (440) 256-3366 x4002  
Kara Prosuch, Guidance - (440) 256-3366 x4005  
Lisa Sutliff, Attendance - (440) 256-3366 x4003  
Josh Nau, Transportation - (440) 256-3311 x1013

#### **Lake Academy**

Bill Kermavner, Director – (440) 942-7401

#### **Madison Local Schools**

Angela Smith, Superintendent - (440) 428-2166 x315  
Dave Bull, Asst. Superintendent – (440) 428-2166 x336  
William Fisher, H.S. Principal - (440) 428-2161  
Jack Whaley, Asst. Principal - (440) 428-2161  
Colleen Triana, Asst. Principal - (440) 428-2161  
Julie Behm, Guidance - (440) 428-9351  
Natalie Breedlove, Guidance - (440) 428-9312  
Janine Albert, Attendance - (440) 428-2161

Kim Boggs, Transportation - (440) 428-9312

#### **Newbury Local Schools**

Michelle Mrakovich, Superintendent - (440) 564-5501 x125

Michael Chaffee, H.S. Principal - (440) 564-2281 x129

Jennifer Dooley, Guidance - (440) 564-2281 x136

Mary Dolence, Attendance - (440) 564-2281 x120

Kim Sass, Transportation - (440) 564-5501 x106 (440) 667-3604 (Cell)

#### **Perry Local Schools**

Dr. Jack Thompson, Superintendent - (440) 259-9200 x9299

Todd Porcello, H.S. Principal - (440) 259-9300 x9399

Scott Niedzwiecki, Asst. Principal - (440) 259-9300 x9398

Lina Kosloski, Guidance - (440) 259-9300 x9385

Kaitlyn Jonozzo, Guidance - (440) 259-9300 x9384

Amy Sorine, Attendance - (440) 259-3511 or 259-9300 x9381

Linda Kirsch, Transportation - (440) 259-3005 x3007

#### **Painesville City Schools**

John Shepard, Superintendent - (440) 392-5161

Josh Englehart, Asst. Superintendent - (440) 392-5081

Van McWreath, H.S. Principal - (440) 392-5111

Domenick Wlodyka, Asst. Principal - (440) 392-5121

Phil Schar, Asst. Principal - (440) 392-5131

Dionna Walling, Guidance - (440) 392-5142

Stacey Gladding-Coon, Guidance - (440) 392-5141

Darlene Skillman, Attendance - (440) 392-5132

Lisa Shirkey, Transportation - (440) 392-5671

Robin Terrell, Transportation Administrative Asst. - (440) 392-5674

#### **Riverside Local School District**

Jim Kalis, Superintendent - (440) 358-8201

Charles Schlick, Asst. Superintendent - (440) 358-8206

Peter Hliatzos, H.S. Principal - (440) 352-8303

Joe Glavan, Asst. Principal - (440) 352-3341 x4311

Scott Bailis, Dir. of Guidance - (440) 352-3341 x4311

Lindsay Heckman, Guidance - (440) 358-8331

Karin Pennock, Guidance - (440) 352-3341 x4312

Valerie Keener, Attendance - (440) 352-3341 x4317

Lisa Shirkey, Transportation - (440) 352-3341 x4281

Deb Blauvelt, Transportation Administrative Asst. - (440) 357-5571



## Other Important Telephone Numbers

First Energy (888) 544-4877

Dominion East Ohio Gas Leak – (877) 542-2630

Customer Service – (800) 362-7557

Poison Control (800) 222-1222

### Lake County

Sheriff (440) 354-3434 - 911

Concord Fire Department (440) 354-7503

Emergency Management Agency (440) 350-5499 after 4:00 pm 951-5252

Lake County General Health District (440) 350-2543

### Geauga County

Sheriff (440) 286-1234

Department of Emergency Services (440) 279-2170

Geauga County Health District (440) 279-1900

### State of Ohio

Highway Patrol (Chardon Post) (440) 269-1242 or (440) 354-3233

Highway Patrol (Painesville) (440) 354-3233



## INCIDENT STATEMENT

{To be completed by the injured party (Employee, Student, Visitor, etc.)}

Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_ AM/PM

Location: \_\_\_\_\_

Date Reported to Supervisor: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

*Please answer, in detail, the following questions (Use back of page if needed)*

What happened? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did it happen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Witness(es)? (List Names): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the nature of your injury (Include all body parts involved): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What, if any, treatment was required? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where was treatment obtained? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What corrective action(s) would you take to prevent recurrence? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Injured Party: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix C – Bomb or Weapon Threat Report Form**  
(Keep at appropriate telephone locations)

Questions to Ask: 1] When is bomb going to explode?

2] Where is it right now?

3] What does it look like?

4] What kind of bomb is it?

5] What will cause it to explode?

6] Did you place the bomb?

7] Why?

8] What is your address?

9] What is your name?

Caller's Voice:

Calm  Angry  Excited  Slow  Rapid  Soft  Loud  Laughter  Crying  
 Normal  Distinct  Slurred  Nasal  Stutter  Lisp  Raspy  Deep  Ragged  
 Accent  Clearing Throat  Disguised  Familiar  Deep Breathing

Background Sounds:

Street  P.A. System  Voices  Animal Noises  Local  Booth  Motor  
 Long Distance  Music  Machinery  Static  House Noises

Threat Language:

Well Spoken  Foul  Irrational  Taped  Incoherent  
 Identifiable speech characteristics  Foreign

Exact Wording of threat:

Time \_\_\_\_\_ Date \_\_\_\_\_ Sex of caller \_\_\_\_\_

Length of call \_\_\_\_\_ Age of caller \_\_\_\_\_

\_\_\_\_\_  
Signature

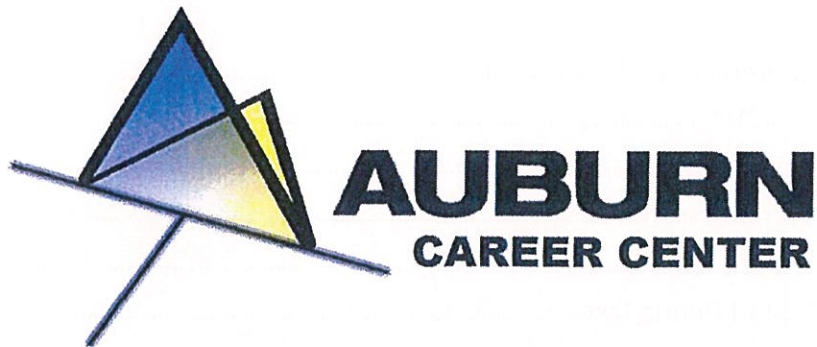
\_\_\_\_\_  
Date





## *Attachment Item #25*

Approve 2016-2017 High  
School Student/Parent  
Handbook



## ***STUDENT/PARENT HANDBOOK*** ***2016 -2017***

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and to enrich their community.

We believe that:

- People are personally responsible for their choices and actions.
- Treating people with dignity and respect will enhance learning.
- Attitude and goals drive achievement.
- All people can learn.
- All people can make positive contributions.
- Change is exciting and essential for growth.

8140 Auburn Road  
Concord Twp., OH 44077  
440.357.7542 or 800.544.9750

[www.auburncc.org](http://www.auburncc.org)

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Dear Student & Parents,

Welcome to Auburn Career Center. All of our Auburn staff welcomes you to the best educational experience of your high school years. You have chosen the school that will increase your personal skill sets, academic competencies and real world work experience. Educationally, you will have the advantage of true career readiness and employability education as well as a beginning at college with college credit articulated courses and credit transfer courses earned by obtaining industry credentials.

Please take advantage of the many opportunities to distinguish yourself through internship experiences, mock interviews, participation in student organizations and Skills USA, FCCLA, FFA and DECA competitions. Your education at Auburn Career Center will broaden your resume, document your real world projects and gain letters of recommendations from our local business partners. These credentials plus industry certificates gained prior to your completion of your two year career and technical education program will uniquely prepare you for your chosen career pathway.

Our district's mission reads: *Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and to enrich their community.* As a student in a career and technical education program, you are encouraged to use your abilities to earn internship opportunities and mentoring experiences. Our goal at Auburn for your education is to help you be your best, become even better, and present yourself to your employers and postsecondary admissions officer as very skilled, responsible and employable.

Please take time to read and review this Student/Parent Handbook to help you understand the expectations we have for all students. We believe that every student is personally responsible for their actions and should follow the established guidelines found in the student code of conduct. Best wishes for a successful school year. May this year be one of the most rewarding years in your school career!

Sincerely,

Ms. Margaret T. Lynch  
Superintendent

## ***AUBURN VOCATIONAL SCHOOL BOARD OF EDUCATION MEMBERS***

Mr. Erik Walter, President  
Mrs. Mary Javins, Vice President

Mrs. Jean Brush  
Dr. Susan Culotta  
Mr. Geoffrey Kent  
Mr. Ken Klima  
Dr. Brian Kolkowski  
Mr. Roger Miller  
Mr. Paul Stefanko  
Mrs. Kelly Wanyek  
Mrs. Mary Wheeler

## ***AUBURN ADMINISTRATION***

Ms. Margaret Lynch, Superintendent  
Mrs. Sherry Williamson, Treasurer  
Mr. Jeffrey Slavkovsky, High School Principal  
Mrs. Dee Stark, Assistant Principal

## ***ASSOCIATE SCHOOLS***

Berkshire Local Schools  
Cardinal Local Schools  
Chardon Local Schools  
Fairport Harbor Exempted Village Schools  
Kenston Local Schools  
Kirtland Local Schools  
Madison Local Schools  
Newbury Local Schools  
Perry Local Schools  
Painesville City Local Schools  
Riverside Local Schools



# HIGH SCHOOL PHONE EXTENSION LIST

440.357.7542 or 800.544.9750

## OFFICES

Attendance Office	Mrs. Carol Szoka.....	440.358.8023
Board Office	Mrs. Lori Smith.....	440.358.8010
District Receptionist	Ms. Veronica Hido .....	0
Guidance Office	Mrs. Leslie Machuta.....	440.358.8034
High School Office	Mrs. Diane Buchs .....	8113

Mr. Dan Agardi	Maintenance & Environmental Services .....	8122
Mrs. Stacy Allen	PBIS Coordinator .....	8239
Ms. Dorothy Bentley	Intervention Specialist .....	8275
Mr. John Blauch	Emergency Medical Services .....	8238
Mrs. Laura Ciszewski	Information Support & Services.....	8136
Mr. Terry Colescott	Advanced Manufacturing.....	8197
Mr. Dan Crail	School Counselor.....	8216
Mrs. Beth Cueni	Technology Literacy.....	8224
Mr. Gregg Evans	Intervention Specialist.....	8196
Mrs. Judy Falcone	School Counselor.....	8231
Mr. Jason Gardner	Internet Programming & Development .....	8386
Mrs. Susie Gill	Enrollment Specialist (Lake County) .....	8401
Mrs. Ginny Gontero	Sports Medicine .....	8384
Mrs. Barb Gordon	Enrollment Specialist (Geauga County) .....	8110
Ms. Margaret Hecht	On-line English.....	8134
Mr. Robert Hill	Construction .....	8208
Ms. Brandi Holland	Cosmetology-A .....	8217
Ms. Suzanne Holmen	VOSE Coordinator.....	8151
Mrs. Natasha Humar	Fab Lab/Quest Lab.....	8222
Mrs. Cindy Johnson	Culinary Arts Teaching Assistant .....	8210
Mr. Rodney Kozar	Interactive Multimedia Technology .....	8207
Mrs. Susan Lefler	Allied Health Technology .....	8257
Mrs. Justine Malvicino	Cosmetology B.....	8215
Mrs. Jane Metrisin	Teaching Professions Pathway.....	8280
Mrs. Angela Nelson	Business Management Technology.....	8221
Mrs. Robin Nunes	On-line English.....	8283
Mr. Salman Pirzada	Architecture & Project Management .....	8230
Ms. Barb Rausch	Intervention Specialist.....	8192
Mr. Wayne Reed	HVAC .....	8389
Mr. David Richards	Landscape Horticulture.....	8362
Mrs. Michelle Rodewald	Business Partnership Coordinator .....	8159
Mr. Jared Rogge	Welding .....	8242
Mrs. Amy Ryan	Culinary Art .....	8210
<b>Mr. Jeffrey Slavkovsky</b>	<b>Principal .....</b>	<b>8033</b>
Mr. Darrin Spondike	Computer Networking .....	8243
<b>Mrs. Dee Stark</b>	<b>Assistant Principal.....</b>	<b>8030</b>

Mr. Phil Stropkey	Construction Teaching Assistant.....	8208
Mrs. Jessica Szoka	Landscape Horticulture Teaching Assistant.....	8364
Mr. Mark Todd	Alternative Energy Technology .....	8383
Mr. Chuck Torre	Automotive Collision Repair .....	8234
Mrs. Chris Tredent	Patient Care Technician .....	8223
Mr. Tom Welk	Automotive Technology .....	8218
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## **CALENDAR**

August 16 (Tuesday) .....	Classes Start
September 5 (Monday) .....	Labor Day
October 14 (Friday) .....	NEOEA Day
November 23 – 25 .....	Thanksgiving Break
December 22 – January 3 .....	Winter Break
January 16 (Monday) .....	Martin Luther King Day
February 20 (Monday) .....	President’s Day
March 27 – 31 .....	Spring Break
May 26 (Friday) .....	Last Day of Classes for Juniors
May 29 (Monday) .....	Memorial Day

### **Positive Behavior Support and Intervention (PBIS)**

Auburn Career Center participates in the PBIS program, mandated through the State of Ohio. PBIS is an effective, positive approach to the school environment which encompasses the school, community and student families in an effort to promote positive behavioral choices among our youth which can translate into a more effective education with increased outcomes.

The following matrix is established by the PBIS team, with staff collaboration, to focus on the attributes of attitude, respect and responsibility in various areas of the Auburn Career Center campus.



**Auburn Behavior Expectations**  
**Positive Contributions =**  
**Positive Attitude, Respect and**  
**Responsibility**

	<b>Attitude</b>	<b>Respect</b>	<b>Responsibility</b>
Hallways	Be kind	Use appropriate language Be quiet in the hallways	Go directly to your assigned destination
Classroom	Take pride in your work	Speak and act professionally	Be prepared for instruction Use electronic devices with permission only
Labs	Be prepared, alert, and attentive	Treat equipment with respect Clean lab areas	Seek out directions Use safe actions & procedures
Cafeteria	Practice good manners	Leave your area clean Recycle trash	Eat food in designated area
Parking Lot	Share the road and take turns	Be aware and drive safely	Park in designated area
Community	Positively represent yourself and your school	Be courteous to co-workers, employers and customers	Be prompt Be professional

## **STUDENT ARRIVAL**

Students who arrive at school on the bus should exit the bus and proceed directly into the building. Those who arrive at school by a student-driven vehicle should proceed directly into the building after parking. If a student has to be dropped off at school by a parent or has walked to school, the student must proceed directly into the building. Students are not to gather outside the school building or in the school parking lot. This is considered out-of-bounds and disciplinary action may result.

Junior/AM Students will report to an assigned area until the bell rings to dismiss them to class. No students are to be in their classrooms prior to this time unless granted permission by the administration.

Senior/PM Students will report to an assigned area until the bell rings to dismiss them to class. No students are to be in their classroom prior to this time unless granted permission by administration. Homeroom period is held first. At this time attendance will be taken and uniforms put on. Students are expected to be in their classrooms during that time. Depending on class schedule, students will be dismissed to lunch or the next class period following the attendance period.

## ***AUBURN CERTIFICATES***

Auburn Career Center provides an extended curriculum for our eleven participating school districts. Students attending Auburn Career Center may earn multiple elective and academic credits each year. Following successful completion, these credits are certified by the high school in which the student is enrolled. High school students can also earn several college credits while attending Auburn Career Center.

In addition to earning academic credit toward graduation, students may earn the following certificates of achievement from Auburn Career Center. These certificates are awarded at the Senior Ceremony and placed in the student's senior portfolio.

### **Auburn Honors Certificate Requirements**

- 95% Attendance rate for two years at Auburn (no more than 18 days over a two year period)
- Earned a 3.5 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- 85% passage rate of all program competencies
- Credential certificate or passage of Ohio Career Technical Competency Analysis
- High school diploma

## **Auburn Basic Certificate Requirements**

- 95% Attendance rate for two years at Auburn (no more than 18 days over a two year period)
- Earned a 2.5 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- 75% passage rate of all program competencies

## **Auburn Completion Certificate Requirements**

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- 75% passage rate of all program competencies

## **Auburn Attendance Certificate**

Students maintaining a 95% attendance record over the two years at Auburn will earn an Auburn Attendance Certificate. The certificate will be placed in their senior portfolio.

## **Safety Certificate**

Students are provided the opportunity to earn a safety certificate. Students that complete the required safety assessment will earn a certificate to be placed in their senior portfolio.

## **Employability Certificate**

Students are provided the opportunity to earn an employability certificate. Students that complete the required assessment will earn a certificate to be placed in their senior portfolio. Auburn Career Center will pay for up to **one (1) two (2)** attempts at an industry certification in each program, whether that is a performance task or a written test.

# ***ATTENDANCE PROCEDURES***

## **Attendance Policy**

Regular attendance is the key to a good education, vital to success at Auburn and in the world of work, and a requirement of Ohio Law. Frequent absences and being late for class disrupt the continuity of the classroom and lab learning experiences. Students are expected to be in school every day and on time for every class. Students are responsible for missed schoolwork and have a total number of days equal to the number of days absent to make-up the work, **up to five (5) days**.

**~~More than five (5) unexcused absences within a nine (9) week grading period or three (3) in a six (6) week grading period may result in loss of credit.~~** Unexcused absences and tardies may result in disciplinary action. **No credit will be recorded for work missed as a result of unexcused absences.**



## Reporting Absences

In addition to calling the associate high school, in order to record an excused absence, the **student's parent/guardian must call Auburn's Attendance Office at 440.358.8023 on the morning of an absence.** Attendance calls may be made to verify absences. A written statement of the cause for an absence is also required.

## Excused Absence

Any absence from class verified by a parent/guardian phone call on the day of absence or; upon the day of return, a note from a parent/guardian, court or school official, dentist, or approved health official, or any absence deemed excused under special circumstance as determined by the high school administration.

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed schoolwork and/or tests.

1. Personal illness, or illness in the family that is approved by an administrator
2. Death in the family
3. Bona fide religious holiday
4. Professional appointments that cannot be scheduled at non-school times
5. Absence approved by an administrator for good cause
6. Quarantine of the home
7. Placement in **PBIS Alternative Studies**
8. Medically necessary leave for pregnant student, ~~in accordance with policy 575~~

## Admit Slip

Students who were absent for either a full day, part of the day, or arrive late to Auburn must sign in and obtain an admit slip from the Attendance Office on the day they return to school before they will be admitted to class.

Procedure for obtaining an admit slip:

1. Bring an excuse from home or associate school, or have parent call **Auburn Career Center** in on the **morning of your absence.**
2. **Report directly to the Attendance Office upon arrival.**
3. Obtain an admit slip before the bell rings for class.
4. Give admit slip to instructor.
5. Check with instructor concerning missed work.

## Unexcused Absence

Any absence from school due to truancy, school suspension, disciplinary action, class cutting or unauthorized tardiness (three tardies and/or early dismissals equals an absence), or any absence not verified in writing per the definition of excused absence will be recorded as unexcused. Consequences for unexcused absences will be determined within the context of the "Student Code of Conduct."

## **Unverified Absence**

An unverified absence occurs when a student is marked absent at Auburn and Auburn has not received any phone call or note from the parent/guardian verifying the student's absence on the day of absence or within 24 hours of the absence. Unverified absences will be treated as a truancy, and the student will be given consequences as determined within the context of the "Student Code of Conduct."

## **Attendance Appeal**

~~When a student reaches five (5) or more unexcused absences in a nine (9) week period or three (3) in a six (6) week period and believes there are extenuating circumstances, they may appear before the administrator responsible for attendance and present evidence or explain the circumstances for their absences.~~

## **Make-Up Work**

Students who wish to earn credit for excused absences must complete all missed work and assignments for the days absent. "Make-up" work must be completed within the following deadline: students will have one school day to make up work for each day of excused absence to a maximum of five school days regardless of the length of absence. No credit can be earned for days lost due to unexcused absence. The grade earned for makeup work is the sole discretion of the teacher, but it must be noted that some missed lab work, due to its very nature, may be impossible to make up. Students are responsible for obtaining missed class work.

## **Associate Schools Not in Session**

It is highly recommended that the students try to attend their classes at Auburn except on calamity days. A calamity day is defined as a day in which classes are cancelled for reasons beyond the control of the school district (snow days, medical emergencies, etc.). Bus transportation is provided from school to school when Auburn is open. When associate schools are closed, Auburn students are not counted absent.

## **Late Arrival/Tardy**

Students arriving after the tardy bell must report to the Attendance Office to sign in and receive a tardy slip. They will be given a tardy slip to present to the instructor before being admitted to class. A tardy admission is defined as an arrival after the sounding of the 8:15 a.m. bell for the morning session students and the 10:58 a.m. bell for the afternoon session students. Reporting more than one (1) hour late to school is defined as a half-day's absence. Three times tardy are equal to one (1) absence. Arriving late to each individual class at Auburn will also be recorded as tardy. Late arrival due to a late bus is not counted against the students' attendance records.



## Leaving School During The Day

When students arrive on school property, they are under the jurisdiction of the school until the end of the school day. No student shall leave the building at any time during the school hours except with permission from the Attendance Office. Students may request an early dismissal for the same reasons granted for absences and tardies under the Ohio Revised Code. Contact with parents/guardians may be made to verify the reason for the request. Excessive early dismissals may result in the loss of early dismissal privileges or credit for missed class work. Any student leaving the Auburn Campus grounds without permission will be subject to disciplinary action.

### *Procedures before leaving the building*

#### ***The student will:***

- Provide a note from home or a call from parent/guardian to the Attendance Office
- Receive the early dismissal slip from the Attendance Office
- Give early dismissal slip to teacher when time to leave
- Sign out in the Attendance Office on the way out

## Leaving School Due To Illness

Students who become ill during the school day should check with their teacher before reporting to the High School Office. The office will notify the parent/guardian if the student is to be sent home. ~~The Attendance Office will issue a pass for the student leaving the building in case of illness.~~ Students must ~~show their pass to their teacher and~~ sign out in the Attendance Office before they are legally excused. Failure to leave school during the academic day in the above manner will lead to disciplinary action.

## Hall Passes

At each period of the day, students are expected to be in a designated class, lab, cafeteria or assigned area. When students are outside this area, they **must** have a hall pass and be wearing their ID badge.

## Planned Absence/College Visit

Parents are asked to avoid taking their son/daughter out of school for vacations. Students who anticipate being out of school because of a family trip/vacation, or college visitations must secure a Planned Absence Form from the Attendance Office. The absence form must be signed by the student's parent/guardian, teachers, assistant principal or principal, associate school administrator, and returned to the Attendance Office one week prior to the scheduled absence. It is the student's responsibility to make arrangements for obtaining their guided project and/or missed work from their teachers.

Planned absence - after returning, the student must turn in their guided project to their program teacher and request and complete missed school work. This absence is counted against the student's Auburn attendance record.



College visit - after returning, provide documentation signed by a college official and request and complete missed school work. Two (2) college visits are permitted per year.

### **Perfect Attendance Awards**

Perfect attendance defines a student who has been present each day for the entire school day when attendance at Auburn has been required. Students will be recognized each quarter and will be presented with an incentive/award.

### ***CODE OF STUDENT CONDUCT - BEHAVIOR - DISCIPLINE***

Education is effective when there is a positive atmosphere in the classroom and students are focused on learning. Courtesy and cooperation is essential.

Auburn Vocational School District Board of Education specifies the following Student Code of Conduct, as required by Ohio Law (O.R.C. 3313.661) and (O.R.C. 3313.666 & 3313.667). This code is designed to make clear the types of behavior which cause substantial disruption of the learning process or infringe upon the rights of others in such a way as to deprive them of their rightful opportunity to a sound educational experience.

The following disciplinary options are available when a student violates a school policy:

- Phone call home from teacher
- Verbal warning/suspension warning
- Apology, verbal and/or written
- Detention before school, after school, or during lunch
- Conference involving student, parent(s)/guardian(s) and school official(s)
- Withdrawal of privileges **and/or parking permit**
- Prohibition from co-curricular/extra curricular activities & work-based privileges
- Community service/restitution
- **PBIS Alternative Studies**
- Out-of-school suspension
- Emergency removal
- Referred to legal authority
- Recommendation for expulsion
- Other disciplinary measures as deemed necessary and appropriate for school operation

The following represents the standards for Auburn. Infringement of the standards can place students in the position of receiving a suspension, emergency removal, expulsion, or other appropriate consequence. Infringements that are illegal will result in the police being advised.

The Student Code Of Conduct Applies When a Student Is:

1. On the school grounds during, before and after school hours.

2. On the school grounds at any other time when the school is being used by a school group.
3. Off school grounds at any school sponsored activity, function, or event (including field trips) and in vehicles provided by the Board for transporting students.
4. At offsite programs such as job shadowing, internships, and/or work-based learning.
5. Involved in misconduct that occurs off property owned or controlled by the district, but that is connected to activities or incidents that have occurred on property owned or controlled by the Auburn Board of Education.
6. Involved in misconduct, regardless of where it occurs, and is directed at a district official or employee, or the property of such official or employee and the effects of which cause a material or substantial disruption of the educational process or harm to another.

**Auburn shall respect the Code of Student Conduct at each associate school. When a student is issued an out-of-school suspension or expelled from the associate school, Auburn will honor the disciplinary action. The violation does not have to correspond to Auburn's Student Code of Conduct. The associate schools shall also honor the suspensions or expulsions given by Auburn.**

## **Student Code of Conduct**

1. **Academic Honesty/Integrity/Cheating/Plagiarism Violation** - Cheating on a test, quiz, assignment, plagiarism, etc., will be treated as a violation of academic integrity. Plagiarism is unauthorized use of data or information to gain academic credit. No credit will be earned for the work and additional consequences may be assigned to the student. Online English courses use a plagiarism detection device to ensure validity of individual student work.
2. **Book Bags, Purses and Other Valuables** – These items are to be stored in the student's hall locker outside of the classroom. Lockers are to be locked and combinations are not to be shared.
3. **Classroom Rule Violation** - Each learning environment has different rules for students. These rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules within each learning environment, all of which will be consistent with this Code.
4. **Computer Network, Internet, Passwords** - Misuse of the school computer network or the Internet and/or disclosing password or login information as described in the technology agreement is prohibited. (See Student Network and Internet Acceptable Use and Safety pgs. 51-56)

5. **Disorderly Conduct** - Defined as when the behavior of anyone (parent/guardian, citizen, adult or minor) becomes disruptive at school or at a school event or dangerous to the individual or others at the event, school authorities have the right, authority, and affirmative obligation to take action. If such behavior is merely disruptive of the event, the individual(s) will be warned that they must stop the disruptive behavior or they will be instructed to leave. If the warning does not settle the matter, the individual(s) may be instructed to leave the premises. Failure to obey these instructions technically creates a trespass, and the offender(s) may be removed by the proper authorities.
6. **Disruption, Interference, or Obstruction of the Educational Process** - Any student behavior, actions, or manner of dress that materially and substantially disrupts or interferes with school activities or the educational process, or which threaten to do so are unacceptable. Such disruptions include, but are not limited to, delay or prevention of lessons, assemblies, field trips, and other events.
7. **Drugs, Alcohol and Counterfeit-Controlled Substance** - Possession of drugs, alcoholic beverages, counterfeit-controlled substances or paraphernalia related to drugs will not be tolerated. A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, counterfeit-controlled substance, amphetamine, barbiturate, marijuana, steroids, alcoholic beverages, intoxicant of any kind, or misuse a prescription or over-the-counter drug.
8. **Electronic Communication Devices** - Possession of a cellular telephone or other electronic communication device (ECD), (e.g., laser pointers and attachments, paging devices/beepers, personal digital assistants (PDAs), and other devices designed to receive and send an electronic signal) by a student is a privilege which may be forfeited by any student who fails to abide by the terms of this guideline or otherwise engages in misuse of this privilege.

Students are prohibited from using cellular telephones or other electronic communication devices (ECD) during class time of the school day. "Using" refers to, not only the making and/or receiving of calls, but also using the cellular telephone or ECD for any other purpose (i.e., sending text messages, taking pictures, making recordings, etc.).

The Board of Education is not responsible for the loss, theft, damage, or vandalism to student cellular telephones or ECDs as well as other student property. Students and parents/guardians are strongly encouraged to take appropriate precautions, if students have cellular telephones or ECDs in their possession, to make sure the cellular telephones and ECDs are not left unattended or unsecured.

Using a cellular telephone or other ECD in an unauthorized manner or in violation of the policy may result in loss of this privilege, additional disciplinary action (e.g., warnings, parental notification and conferences, suspension, expulsion), confiscation of the cellular telephone or ECD (in which case, the cellular telephone or ECD will only be released/returned to the student's parent/guardian after the student complies with any



other disciplinary consequence that is imposed), and/or referral to law enforcement if the violation involves an illegal activity (e.g., child pornography).

9. ~~Extortion – Students shall not extort or use force, threats, or other unacceptable methods to obtain items of value, or information from a person in school, while in school-owned vehicles, or in attendance at a school function. Students will not use threats of physical violence to intimidate or gain favors from other students.~~
10. **Fighting/Altercations, Assault** – No intimidating behavior or physical contact shall be made through aggression. A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury, harass, or intimidate a school employee, student, or anyone on the school premises. Students will not provoke fights between other students. The Superintendent is authorized to expel a pupil for a period not to exceed one year for committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons or property on the property owned or controlled by the Board or at an interscholastic competition, extracurricular event, or any other school program or activity. (O.R.C. 3313.66)
11. **Fire, Arson** – Any use of fire for purposes not related to instruction in the program is prohibited. Possession of fireworks, smoke bombs, or other incendiary devices is prohibited. ~~Arson is a felony, and is defined as intentional or purposeful destruction or damage to school or district buildings or property by means of fire.~~ Anything, such as fire, that endangers school property and its occupants will not be tolerated.
12. **Food/Beverages** - Consumption of food and beverages is only permitted in the Cafeteria. Beverages in bottles with screw tops only are permitted in the classroom by discretion of instructor. Fast food containers with pop top lids are not permitted.
13. **Forgery/Falsifying Communication with the School** - Falsifying the name of another person, times, dates, grades, addresses, or other data on school forms or correspondence directed to the school is prohibited.
14. **Gambling** - Games of chance, which include wagering, gambling, etc., are not permitted.
15. **Harassment/Aggressive Behavior (including Bullying/Cyberbullying)** – Harassment, intimidation, or bullying behavior by a student in the Auburn Vocational School District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Harassment, intimidation, or bullying,” in accordance with O.R.C. 3313.666, means any intentional written, verbal, graphic or physical act including electronically transmitted acts, i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school provided transportation, or



at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

- A. causing mental or physical harm to the other students including placing an individual in reasonable fear of physical harm and/or damaging of student's personal property; and,
- B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.

### **Types of Conduct**

Harassment, intimidation, or bullying can include many different behaviors including overt intent to ridicule, humiliate, or intimidate another student. Examples of conduct that could constitute prohibited behavior include:

- A. Physical violence and/or attacks;
- B. Threats, taunts, and intimidation through words and/or gestures;
- C. Extortion, damage, or stealing of money and/or possessions;
- D. Exclusion from the peer group or spreading rumors;
- E. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as "cyberbullying"), such as the following:
  - 1. Posting slurs on web sites where students congregate or on web logs (personal online journals or diaries);
  - 2. Sending abusive or threatening instant messages;
  - 3. Using camera phones to take embarrassing photographs of students and posting them online or otherwise distributing them;
  - 4. Using web sites to circulate gossip and rumors to other students; and,
  - 5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet Service Providers.
- F. Violence within a dating relationship.

**(For the complete policy, see pgs. 24-29)**

- 16. **Hazing** - No student shall plan, encourage, or engage in any hazing. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation to any student, or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, while under the jurisdiction of the school. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen this prohibition.
- 17. **Horseplay** - Students shall not engage in immature acts such as pushing in the halls, or throwing any objects or substance which could result in injury to others.
- 18. **Identification** - All students are required to wear school-issued ID badges while on school grounds. All students must promptly, upon request, identify themselves to school staff in an appropriate manner, in school buildings, on school grounds, or at school-sponsored events.



19. **Insubordination** – Failure to comply with directions of school employees during any period of time when under their authority or supervision. **Disrespectful behavior toward any staff member is also being insubordinate.**
20. **Out-of-Bounds** – **Out-of-bounds is defined as being** any place on the school grounds where the student has no expressed or written permission to be. This includes the parking lot. Students are expected to enter the school immediately upon their arrival. The driveway crossing the creek/pond areas are strictly off limits to all unauthorized students.
21. **Panic Inducing Behavior** - Any behavior that has the potential to cause or causes a panic situation is strictly forbidden. Any student that induces panic by way of words or deeds will be subject to discipline and/or reported to the authorities.
22. **Parking/Driving Violation** - No student may drive to Auburn without a parking permit from Auburn. See the “Transportation” (see pgs. 59-61).
23. **Personal Appearance** - Any fashion (clothing, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. See details on personal appearance (pgs. 23-24). Students are required to wear Auburn program attire and ID badges.
24. **Pornography Possession** - Possessing sexually explicit material/pornography is prohibited.
25. **Profanity and Obscene Behavior** - Written or oral language, as well as gestures and actions of an obscene nature, are prohibited.
26. **Public Display of Affection** - ~~Holding hands or an~~ Any open display of affection between students is a legitimate concern of the school personnel anytime during school activities, on school grounds, and on school buses. This behavior is of a private nature and belongs in a private setting.
27. **Refusing to Accept Discipline** - Students failing to comply with disciplinary consequences may face additional consequences for such action.
28. **Safety Violation** - Students who do not observe safety procedures and behave in an unsafe manner will be immediately removed from program labs, and or classrooms, and referred for discipline. Safety rules exist to protect the health and well being of Auburn’s students and staff. Behavior that puts others at risk of injury will not be tolerated. Disciplinary consequences for blatantly unsafe behavior will be dealt with to the full extent of Auburn’s disciplinary code. The OSHA standards of individual safety will be followed. Necessary safety items for students, instructors, and visitors, includes but is not limited to: shoes, safety glasses, gloves, helmets, clothing and safety equipment.

29. **Smoking or Possession of Tobacco Products** - Smoking or chewing of tobacco products on school buses, in the school building, on or near school grounds, or at any school-sponsored activities is illegal (O.R.C. 3313.751). Students will not be permitted to have tobacco products or other cigarette products in their possession (in pockets, purses, etc.), even if the tobacco products were not being used. Likewise, any tobacco-free chew or snuff, as well as smokeless or electronic cigarettes, are not permitted. All tobacco products and/or look-alike tobacco products will be confiscated.

30. **Theft, or Knowingly Receiving or Possessing Stolen Property/Unauthorized Possession of School or Private Property** - A student will not knowingly possess unauthorized school or private property, unless granted explicit permission. Unauthorized taking of property of another person or receiving or possessing such property is also prohibited. Students caught stealing will be disciplined and may be reported to law enforcement officials. Auburn is not responsible for personal property.

31. **Threatening and Menacing Behavior** - The use of any words or deeds that intimidate a student/staff member, including any behavior that can lead to menacing or cause anxiety concerning his/her physical well being is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff or a student will be subject to discipline and/or reported to the authorities.

32. **Truancy/Persistent Absence or Tardiness** - Students shall not be absent/tardy from school without permission from either school or parent/guardian. Failure to comply with attendance procedures may result in suspension, referral to the proper juvenile court, and/or the recommendation that the student be processed for expulsion. Truancy also applies to non-attendance of individual classes; both academic and career tech.

33. **Trespassing** - Although schools are public facilities, the law allows the Board to restrict access to school property. Examples of trespassing include: being present in any Board-owned facility or portion of a Board-owned facility when it is closed to the public or when the student does not have the authorization to be there, or unauthorized presence in a Board-owned vehicle; or unauthorized access or activity in a Board-owned computer, into district, school or staff computer files, into a school or district file server, or into the Network. When a student has been removed, suspended, expelled, or permanently excluded from school, the student is prohibited from being present on school property without authorization of the administration.

34. **Unauthorized Sale or Distribution** - Sale or distribution, or attempting to sell or distribute any object, substance or service which has not been authorized for sale or distribution by the administration to any person on school owned property is prohibited.

35. **Vandalism and/or Destruction of Property** - A student shall not cause or attempt to cause damage, destruction, defacement of any school property or private property

during a school activity, function, or event off school grounds. Such action can result in payment for repair or replacement. In addition, littering anywhere on school property is not permitted.

**36. Violations of Law** - Any student that violates the law of any local, state, or federal statute is subject to discipline and may be reported to the authorities.

**37. Weapons** - The term "weapon" means any object which is intended to be used, and is capable of inflicting serious bodily harm or property damage as well as endangering the health and safety of persons. Weapons include, but are not limited to; firearms, guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

**A. Possession of a Weapon**

A weapon is any device that may be used for offensive or defensive purpose, including but not limited to conventional objects such as guns, pellet guns, knives, or club type implements. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Possession and/or use of a weapon may subject a student to expulsion and possible permanent exclusion.

**B. Use of an Object as a Weapon**

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes, but is not limited to; padlocks, pens, pencils, laser pointers, and jewelry.

**C. Knowledge of Dangerous Weapons or Threats of Violence**

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the administration. Failure to report such knowledge may subject the student to discipline.

**NOTE:** According to Ohio Revised Code, use or possession of certain weapons such as knives or firearms at school, on school property, or at school activities may result in expulsion from Auburn and associate school for one (1) year and/or permanent exclusion from Auburn and associate school. Superintendents are authorized to expel for a period of one year, any pupil who brings a firearm or knife to any other school program or activity that is not located in a school or on property owned or controlled by a district. (O.R.C. 3313.66)

## **Personal Appearance**

All classes at Auburn have adopted Auburn program attire to be worn in all career and technical programs. Students are expected to purchase and comply with specified program



attire. The following standards are to be in effect from the time students arrive on the school grounds until they leave the school grounds.

Clothes and hair are expected to be neat, cleaned and not create (or have the potential to create) a health/safety hazard or distract from the learning process.

**The following are not permitted:**

- **Tops with shoulder straps less than one inch wide** ~~Thin-strap tops~~, low neck lines, tank tops with low cut sides, sheer material tops, tops exposing the bare midriff or navel.
- Dresses, skirts, or shorts that are shorter than **midthigh** ~~the student's fingertips when his/her arms are extended to his/her side.~~
- Pants that hang low and expose skin, boxer shorts or under garments.
- Clothing, patches, or badges promoting or suggesting drugs, alcohol, tobacco, sex, profanity, violence, or inappropriate slogans.
- Clothing that is ripped and/or altered.
- Clothing that is tight and/or revealing.
- Any chains, protruding jewelry, etc. that may be a safety concern, or may be used as a weapon.
- Slippers or sleepwear.
- Sunglasses- unless there is a medical condition
- Footwear that does not meet OSHA standards for safety in the classroom and labs
- Bandannas, sweatbands, hoods, hats, and **headbands less than one inch wide**, unless permitted in program labs or due to religious or cultural reasons.
- Coats worn in the classroom (coats need to be put into student lockers)

Students who are found to be out of compliance with the **personal appearance dress** code may be told to change into proper attire immediately or be sent to the high school office where a parent will be called to bring them proper attire.

**School administrators retain the right to interpretations of the **personal appearance dress** code and will make the final decision on inappropriate clothing and appearance.**

## **Bullying and Other Forms of Aggressive Behavior**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal and psychological abuse, and violence within a dating relationship. The Board of Education will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while en route to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in O.R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or
- B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless handheld device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or



assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above. Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

The district shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, act of harassment, intimidation and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

## Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the **administration assistant principal** for review, investigation, and action.

Students, parent/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building director for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Reporting Requirement**

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District website (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

### **Immunity**

A School District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and O.R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

### **Notification**

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to the students in the District and to their custodial parents or guardians.



State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

## **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building director to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent is directed to develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures as needed. The complaint procedure established by the Superintendent shall be followed.

## ***DISCIPLINARY OPTIONS***

### **Detentions: Lunch Time - Before School - After School**

Lunch detentions will be served in the **PBIS Alternative Studies** room. Students will be permitted to bring their lunch into the room and will stay for their entire lunch period with the assigned instructor.

A student may be given a detention before school. Upon arrival to Auburn, the student will report to the **High School Office Alternative Studies** room and stay there with the instructor until they are dismissed to report to their first period class.

After school detentions will be served following dismissal of students. Students will serve the detentions in the High School Office/**Alternative Studies**.

### **Revocation of Parking Permit**

Any student who violates the **Code of Conduct parking policy** at Auburn CC can be subject to revocation of their parking privileges either temporarily or permanently.

### **Suspension**

Some violations of the Student Code of Conduct may result in an out-of-school suspension from school, at least one (1) day and not more than ten (10) days per incident. Due process will be followed, and the necessary steps will be taken in the suspension of the student.

A student who is suspended from school should not be on school property, or participate in or attend any school activities, or be present at any activity, or on property controlled by the school.

~~Students who receive an out-of-school suspension will not be permitted to make up tests and homework missed while under suspension and will receive no credit for missed work. Students will be permitted to turn in assignments and projects if assigned prior to the suspension.~~

Assistant principals, principals, and other administrators may suspend a student from school for up to a period of ten (10) days for violation of the Student Code of Conduct. (O.R.C. 3313.66)

**Auburn honors out-of-school suspensions and expulsions from the associate high schools. Any student suspended out-of-school or expelled from their associate high school may not attend Auburn on those days. Associate high schools honor out-of-school suspensions and expulsions from Auburn. Any student suspended out-of-school or expelled from Auburn may not attend their associate high schools on those days.**

### **Appeals Process for Suspension**

1. A student or their parent/guardian may appeal their suspension to the Superintendent or designee and will be granted a hearing before the Superintendent or designee in order to be heard against the suspension.
2. A student may be represented in the appeal proceeding by a representative of his or her choosing.
3. A student's request for appeal must be made to the Superintendent within **five (5)**



~~fourteen (14)~~ calendar days from the date of notice.

4. The Superintendent should be informed of those who will be present at the hearing, including the name of any representative the student chooses to bring.

**All suspensions shall be conducted as stated in Ohio Law. (O.R.C. 3313.661)**

### **Emergency Removal of a Student**

If at any time an administrator feels that a student is behaving in a way that creates or has the potential to create a clear and present danger to himself/herself or another person, or significantly disrupts the educational process, the administrator may have the student removed from the building. The student will be released to the custody of the parent/guardian, or an officer of the law. The parent/guardian will be notified by phone or in writing within 24 hours of the removal.

### **Community Service**

Students facing a suspension from school may be given, at the discretion of the administration, the opportunity to perform community service in lieu of the suspension. Students who do not fulfill their community service obligation will be issued other disciplinary consequences.

It should be noted that other possible student conduct, persistent disobedience, or gross misconduct may also serve as grounds for suspension or expulsion as provided by law.

### **Expulsion**

Expulsion is the removal of a student from the schools of this District for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in the semester or term in which the incident that gave rise to the expulsion takes place. Specific offenses involving firearms and knives shall result in the student's expulsion for one (1) year. The term of that expulsion may be reduced to less than one (1) year by the Superintendent for the reasons listed in Policy 5610 so long as the modification is made in writing. Specific offenses involving violent conduct may result in the student's expulsion for a period of up to one (1) year at the discretion of the Superintendent. Bomb threats may result in the student's expulsion for a period of up to one (1) year at the discretion of the Superintendent.

If at the time of the expulsion, there are fewer school days than the number of days of expulsion, the Superintendent has the option to apply the remaining period of expulsion to the following school year, or impose a community service requirement beyond the end of the school year in lieu of applying the suspension or expulsion into the next school year.

Expulsion from Auburn or the associate high school includes expulsion from both schools. This action, taken by the school's Superintendent, requires written communication to the parent(s)/guardian(s).

## **Appeals Process for Expulsion**

1. A student or their parent/guardian may appeal their expulsion to the **Board of Education or its Designee Superintendent** and granted ~~a hearing before the Superintendent in order~~ to be heard against the expulsion.
2. A student may be represented in the appeal proceeding by a representative of his or her choice. A student's request for appeal must be made to the **Treasurer of the Board or the Superintendent** within 14 days of the expulsion notice.
3. A student or his or her parent/guardian may request a hearing before the Board of Education. The hearing may be private but the Board must act publicly.
4. The Board may reinstate the student by a majority vote of its full membership.

## **Search and Seizure/Interrogations**

To maintain discipline and order in the schools and to protect the safety and welfare of students, employees, and community members, the Board of Education authorizes its administration to conduct searches of school property, searches of a student's person or personal property, or student automobiles, and the contents within, with or without the student's consent, in accordance with Board-adopted procedures. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. The Board of Education further authorizes its administration to seize illegal, unauthorized, or contraband materials that may be discovered in any search. The Board has further developed procedures that will be followed in the event a law enforcement agency requests an opportunity to search or interrogate a student.

### **Drug Search of School Property Including Lockers And Parking Lot**

The administration is authorized to utilize any drug detection methods as well as canines, whose reliability and accuracy for sniffing out contraband has been established, to aid in the search for contraband in school-owned property and automobiles parked on school property. An indication by the dog that contraband is present on school property or an automobile shall be cause for a further search by school officials. Seized contraband will be placed in a secure area by administration or turned over to any law enforcement officer after proper notation and receipt. The administration will exercise its dual responsibility to discipline student offenders and to offer help for them and their family.

### **Hall Lockers**

Students should be advised that their lockers remain in the control of the school and are subject to random search by school administrators at any time for contraband, harmful or dangerous substances, or weapons when necessary for the maintenance of the educational process or to protect the health, safety, and welfare of other students. Lockers are part of the school property and students will be responsible for cleaning lockers. A locker assignment is given at the beginning of the school year. The school district cannot be

responsible for articles stolen from lockers. Lockers are to be locked at all times and combinations are not to be shared with others.

**All lockers are the property of Auburn Vocational School District. Lockers and their contents are subject to inspection at the discretion of the administration. (O.R.C. 3313.665)**

### **Concealed Weapon Law**

Unless otherwise authorized by law, pursuant to O.R.C. Section 2923.122, no person shall knowingly possess, have under the person's control, convey, or attempt to convey a deadly weapon or dangerous ordinance into a school safety zone.

### **Use and/or Possession of Weapons**

Students are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the Board of Education for the purpose of school activities approved and authorized by the Board of Education. This includes, but is not limited to, school premises, a school or school building, a school bus, property leased, owned or contracted for by the Board of Education, a school sponsored event or other vehicle owned by the Board of Education. Use and/or possession of a weapon may subject a student to disciplinary action including-expulsion and possible permanent exclusion.

## **GRADING**

### **2016 – 2017 Grading Periods At Auburn**

#### ***Six Week Calendar***

1. Aug. 16 - Sept. 26
2. Sept. 27 - Nov. 7
3. Nov. 8 - Dec. 21
  
4. Jan. 5 - Feb. 16
5. Feb. 17 - Apr. 11
6. Apr. 12 - May 26

#### ***Nine Week Calendar***

1. Aug. 16 - Oct. 18
2. Oct. 19 - Dec. 21
3. Jan. 4 - Mar. 14
4. Mar. 15 - May 26

### **Report Cards and High School Transcripts**

Report cards and transcripts are issued by the associate high schools.

### **Interim Reports**

Interim reports will be sent to the parent(s)/guardian(s) of every Auburn student approximately mid-term during the grading periods.

## **Grading Policy**

### *Auburn's Grading Scale:*

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>59 and below</b>

To calculate final grades, numbers based on a four-point scale are assigned to six and nine week letter grades and averaged. The letter grade values are as follows: A=4, B=3, C=2, D=1, F=0

To calculate the final grade, add the points assigned to the regular grading period grades and divide them by the number of grading periods. For the semester and final grades the point scale is:

3.5 - 4.0 = A
2.5 - 3.49 = B
1.5 - 2.49 = C
0.50 - 1.49 = D
Below .50 = F

Student performance is looked at just as business/industry would look at an employee on the job. The quality of tasks completed, time required, participation, attitude and consistency of effort are all a part of being at Auburn and one's grade.

Each individual teacher may have his/her own unique grading procedure. This is essential due to the diversity of each program. It is required that every student be aware of the grading procedure used in his/her class. (Please refer to Program Syllabus for specific information.)

Semester grades are not used to compute your final year-end grade.

### **Issuance of an Incomplete**

An incomplete may be given for those students who have excused absences. The student will have one (1) school day for each day of excused absence to make up missed work, up to ten (10) days. Students must understand that lab time may not be made up.

An incomplete grade issued on a report card will be changed to a letter grade if work is made up within ten (10) days. After ten (10) days, any work not made up will receive zero (0) credit.

### **Failure Policy**

If a student fails during the last grading period, a failing grade for the year may occur



regardless of previous grades, and no credit would be awarded. If a student fails his/her junior year in a two-year program, they will not be permitted to return for their second year. Seniors that fail may jeopardize graduation requirements.

- Students must pass three (3) out of four (4) nine-week grading periods in order to receive credit for the year.
- Students must pass four (4) out of six (6) six-week grading periods in order to receive credit for the year.

### **Withdrawal Policy**

Any student that withdraws from Auburn is responsible for all unpaid fees and must pick up his/her personal belongings within 30 days because those belongings will be disposed of after 30 days. The district reserves the right to withdraw a student after 15 consecutive unexcused absences/days.

## **HEALTH**

### **Accidents or Illness**

All injuries or accidents, however slight, must be reported to the staff member in charge. Depending on the nature of the injury, the school employee may send the student to the medical personnel on staff after approval from the High School Office, or if the injury is serious, immediately call Emergency 911. ~~In cases of serious injuries, the parent(s)/guardian(s) are notified whenever possible.~~ **In the event of an individual or school-wide emergency, parent(s)/guardians(s) will be notified by a phone call. Please keep contact information up-to-date with the school.**

If a student becomes ill during the school day, he or she should notify a staff member and request permission to go to the High School Office. An appropriate staff member within the High School Office will determine whether the student should remain in school or go home for the remainder of the day. However, under no circumstances will a student be released from school without proper parental permission.

### **Administration of Medication**

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed. A physician's written request and the student's parent or guardian's written release (Request to Dispense Medication form) must be submitted to the High School Office indicating the name, dosage and frequency of medication to be administered and the name of the doctor prescribing the medication and date it was prescribed before a student is to begin taking any medication during school hours.

**All such medication must be kept in its original container, registered, and stored in the Reception Office.** (O.R.C. 3313.713) It is the student's responsibility to report to the office at the proper time to receive his/her medication.



## Communicable Diseases and Bloodborne Pathogens

Since the health, safety, and welfare of school age children are important priorities of the Auburn Vocational Board of Education, the Board adopts the following guidelines as policy concerning communicable and infectious diseases. Specific communicable diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS, ARC-AIDS Related Complex, HIV, Hepatitis B, and other diseases specified by the State Board of Health.

If there is reason to believe that a student is afflicted or has been exposed to any communicable disease or condition, then said student may be required to present a certificate from a physician stating that the person is not afflicted with, nor a carrier of, any communicable disease or condition. Each case is to be handled on an individual basis.

The Board also seeks to provide a safe educational environment for students and takes appropriate measures to protect those students who may be exposed to bloodborne pathogens in the school environment and/or during their participation in school-related activities. While the risks of students being exposed to bloodborne pathogens may be low, students must assume that all body fluids are potentially infectious and must take precaution to follow universal procedures in order to reduce such risks and minimize and/or prevent the potential for accidental infection.

~~As required by Federal law, parents will be requested to have their child's blood checked for HIV and HBV when the child bleeds at school and students or staff members are exposed to the blood.~~

Information concerning the health status of any student shall be treated as confidential information and be made known only to those individuals who deal with the student on a daily basis and who would be responsible for insuring that the student does not transmit the disease to other students or staff members.

## Emergency Medical Authorization Forms

Emergency Medical Authorization forms are kept on file for each student as required by the Ohio Revised Code. Provisions in the code allow for the exclusion of students from school if the form is not signed and returned. It is the shared responsibility of the student/parent or guardian to ensure the information on the form is current and correct.

**Students may be denied career-technical program participation and **WILL NOT BE ALLOWED TO WORK IN LAB SPACES** until the form is completed and returned.**

**Emergency Medical Form will be provided to parents/guardians and students and are due on the student's FIRST DAY OF SCHOOL.**

## Physical Examinations



In an effort to keep students safe and healthy in the training programs at Auburn, some of the career and technical classes at Auburn require as part of the program various physical examinations, immunizations or medical tests. Every program has a **syllabus handbook** of regulations specific to their program. Please consult the program **syllabus handbook** and instructor for further information regarding this matter.

### **Students with Diabetes**

Auburn Career Center has a licensed nurse on staff who can monitor and administer medication if needed. If a student has special needs for managing their diabetes, they must notify the high school office and provide the necessary documentation. Staff will provide a storage place for medications and any accommodations needed for nutrition, care and dispensation of needed medication.

### **Epinephrin (Epi) Pens**

Students who carry an Epi Pen need to submit the proper documentation to the high school office in order to have it on their person. Auburn Career Center stores additional pens in the main building and has personnel medically trained to respond and use the epi pen if needed.

### **Asthma Inhalers**

Students who carry asthma inhalers need to submit the proper documentation to the high school office in order to have it on their person. Auburn Career Center stores additional inhalers in the main building and has personnel medically trained to respond and use the inhaler if needed.

## ***SAFETY***

The Board of Education requires that all students attending or participating in any program or class offered by the District follow safety rules and regulations that are appropriate and necessary for the safety of all students working and learning in that specific environment.

Students who are unable or who fail to follow the class or District's safety rules, regulations or directives may be prohibited from participating in the specific class or activity, subject to the Board's responsibilities under law to qualified students with disabilities.

### **Safety Equipment**

Appropriate safety equipment for the particular classroom environment must be worn at all times. This includes preparation time, work time, observation time, walking through the location, and clean-up time.

Safety equipment must be worn by everyone in the classroom environment (including instructors, students, and visitors). Visitors without proper safety equipment must be asked to leave or may be given the proper safety equipment to wear.

Personal protective equipment of a safe design shall be provided, used, and maintained in a

sanitary and reliable condition. Students must get prior permission and approval from the High School Principal or other administrator before using their own protective equipment instead of District-approved equipment.

### **Basic Safety Rules**

Students are not permitted to use machines, tools, equipment, etc., until they have been instructed in the proper use, safety hazards, and safety precautions. Students unable to function in the classroom environment according to the requirements of the instructor should be sent to the High School Principal's or other administrator's office. This refers to sleepiness, over activeness, reduced alertness, loss of consciousness, symptoms of substance abuse, or other impaired conditions, not related to discipline problems.

Basic safety rules, safety equipment, and dress codes appropriate to the classroom environment shall be posted in each classroom or otherwise made available by the instructor and enforced at all times. Each program shall have a specific, written plan of enforcing safety rules. Unsafe equipment will be secured until repairs are made.

### **Clothing Standards, Including Jewelry**

Safety glasses which meet the standards of the American National Standards Institute are required in programs where eye hazards exist.

Clothing should be as considered appropriate for the occupational field.

Leather work shoes are required in all class environments where special hazards exist. Leather tennis shoes will not be permitted in these environments.

Other safety requirements may include where appropriate:

- A. Hair cut short, tied back, a hat or hair net worn;
- B. Shirt tails tucked in, sleeves short, rolled up or fastened snugly around the wrist;
- C. Jewelry or piercings removed and no ties or other loose accessories.

### **Student IDs**

The ID badge is considered part of Auburn program attire and is also for the safety of our students. Students are required to wear their Auburn ID badge at all times, which is provided at the beginning of the school year. The ID badge must be clearly visible and presented upon request to any teacher, administrator, resource officer, or school personnel. A student who does not have their badge will be required to get a temporary one for the day. If a student needs more than two (2) temporary badge in a week they may be sent to Student Services to get a new one at student cost. Continued violation of this policy may result in disciplinary action. If a student's original ID badge is lost or stolen, a duplicate ID badge must be purchased at a cost of \$5.

### **Video Surveillance**



The interior and exterior of Auburn is under surveillance by video equipment. A recording may be used as evidence by administrators or the police in any situation involving the violation of any rule, regulation, policy or law. Electronic surveillance cameras are in constant operation throughout the facility and may be monitored at any time. Any attempt to damage or interfere with the function of these devices will result in disciplinary action by the school and possible referral to local law enforcement agencies.

### **Safety Drills**

Drills will be held at various times during the school year in an effort to promote the safety of the students and staff at Auburn. Correct procedures for fire and tornado drills are posted in each classroom. It is the student's responsibility to be familiar with those procedures. Students will proceed to the designated areas during such drills in a quiet, professional manner. Fire, tornado, and school safety drills will be conducted in accordance with State and Federal law.

**In the event of an individual or school-wide emergency, parent(s)/guardians(s) will be notified by a phone call. Please keep contact information up-to-date with the school.**

### **Perry Power Plant Relocation or Other Emergency Evacuation**

The students will be bused to Mentor Ridge Middle School. Ridge Middle School is located at 7860 Johnnycake Ridge (Route 84), Mentor, across from the Great Lakes Mall. Students may be picked up at Ridge Middle School. Any student not picked up by 8:00 p.m. will be transported to Willoughby South High School located at 5000 Shankland Road. To get from Ridge Middle School to South High School, take Route 84 West for about four miles to Shankland Road. Turn right on Shankland Road and proceed North. South High School is on the left. Students that drive to Auburn will be allowed to use their vehicle to leave the premises but will be encouraged not to go home if their home is within the danger zone. This zone will depend on where the accident is located and the severity. Please keep in mind that students attend Auburn from Lake and Geauga Counties. Thus, students are coming to Auburn from a large geographic area and some students will be able to go directly home if they drove.

### **School Resource Officer**

In an effort to promote a safe learning environment, ACC will have a school resource officer available to students. The officer may help students with any problems that require law enforcement attention.

Any student wishing to speak with the officer may do so at any time during the school day. In order to maintain a standard of confidentiality, the student may report directly to the school resource officer's room. If the officer is not available, he or she may notify the High School Office of his or her request for an appointment and the officer will be contacted.

### **Visitors**

All visitors are required to enter through the front entrance, **check sign** in at the Reception Office, and **provide State ID card that will be used to create and obtain** a visitor's pass **in the High School Office.**

No social visitors are permitted to visit Auburn during the school day, including lunch. Approved **associate school student sophomore, 8<sup>th</sup> grade, or 9<sup>th</sup> grade** visitors will be permitted to visit and explore programs through the Enrollment Specialists.

## ***SCHOOL OPERATIONS***

### **Building Hours**

The building will be open from 7:30 a.m. until 3:00 p.m. on regular school days. Students are permitted to have access to the building prior to and after school hours with permission by administration.

### **Cafeteria**

Students may have time to eat their breakfast at Auburn upon arrival to school. Breakfast is served in the Cafeteria from 7:30 a.m. until 8:15 a.m. Unfortunately, some of the buses do not arrive in enough time for the students to take advantage of this option.

Auburn has two lunch periods and requires that all lunches are to be eaten in the Cafeteria. Students are expected to dispose of all waste in proper containers and deposit dishes and silverware in the appropriate area as requested by kitchen staff.

### **Elevator Usage**

Only students with permission are allowed to ride the elevator. See the High School Office for permission.

### **Emancipated Student/Adult Status**

Students at Auburn are considered adult status/emancipated **only** if their associate school has designated them as such. Questions concerning adult status/emancipation should be directed to the associate high school office. **Written notification** must be received from the associate high school in order to be recognized as adult status/emancipated.

### **Fees for Programs**

Programs at Auburn have fees associated with them. These costs may include lab fees, classroom fees, tool kits, materials, workbooks, technology and certifications. Fees may be greater in some programs due to differences in required tools and/or equipment. Assistance with payment of high school fees is available in situations where there is financial hardship. Program fees are non-refundable. Failure to pay fees may result in non-participation in senior ceremony. **All Student Program Fees Are Due by October 3, 2016.**



## Free and Reduced Lunch

Auburn operates a cafeteria offering nutritious breakfasts and lunches to students and staff each day school is in session. **Weekly** Menus are published on the Auburn website. Menus follow nutritional guidelines established by the United States Department of Agriculture. Following these guidelines allows the school to keep selection costs low and provide eligible students with reduced cost or free breakfasts/lunches. Applications for participation in the free/reduced program are available in the High School Office.

## Field Trips

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular program. Students are permitted to participate in field trips with specific written permission from his/her parent or guardian (**18-year-olds included**) and with a current emergency medical form on file. Parental Consent Form must be signed and turned in no later than three days before the trip or the student will not be able to participate. While the district encourages students to participate in field trips, alternative assignments will be provided for any student whose parent does not give permission for the student to attend. Students who violate school rules may lose the privilege to go on field trips. School transportation is provided for field trips; however, in some cases a student may drive for a field trip provided that he/she has completed Form 5515 and has been approved by the administration. Students are reminded that the Student Code of Conduct is in effect at all school activities.

## Field Experiences

Students are permitted to participate in field experiences with specific written permission from his/her parent or guardian (**18-year-olds included**) and with a current emergency medical form on file. Students may drive for a field experience provided that he/she has completed Form 5515 and has been approved by the administration. Students are reminded that the Student Code of Conduct is in effect at all school activities.

## Gift and Food Deliveries

While student gifts are discouraged throughout the school day, any deliveries made by vendors during the school hours are to be made to the Reception Office. In order to maintain the appropriate educational climate, vendors will not be permitted to make deliveries to students' classes during the school day.

## Lost and Found

All found articles are to be turned into the Guidance Office where a lost and found area is maintained. Students that have lost possessions may claim them there. Unclaimed articles will be disposed of at the end of the year.

## P. A. Announcements

In an effort to limit the number of daily classroom interruptions, any student wishing to make announcements will need to adhere to the following schedule:



Morning announcements will be at 8:30 a.m. and afternoon announcements at 11:45 a.m. ~~12:30 p.m.~~

### **Parent - Teacher Conferences**

Auburn Vocational School District recognizes communications between students, parents and teachers as imperative in the educational process. Auburn conducts scheduled parent-teacher conferences during the year. If an additional conference is desired, parents may call the instructor to schedule a meeting at any time.

### **Posters, Signs and Distributed Materials**

Any student or staff member wishing to display signs, posters and distributed materials must have those materials approved by the High School Office prior to distribution or posting in the district.

### **Posted Announcements**

~~All students are expected to check for daily announcements. These are posted the Cafeteria bulletin board. All items posted on any of the bulletin boards throughout the school must have prior approval from the High School Office. Important announcements from the associate high schools will be posted daily.~~

### **Program Requirements**

It is the responsibility of the student/parent/guardian that the student have the proper program attire, ID badge, safety equipment and tools, etc. as determined by the program teacher.

### **School Closing**

If Auburn must be closed or the opening delayed because of inclement weather or other conditions, Auburn will notify the local television stations. Information concerning school closings or delays can also be found on the school's web page at [www.auburncc.org](http://www.auburncc.org). Notifications will also be sent via a call management system over the phone to whomever is documented as the head of household. Parents and students are responsible for knowing about emergency closings and delays.

### **Student Records**

#### **Family Education Rights and Privacy Act (FERPA)**

Auburn Vocational School District maintains many student records including both directory information and confidential information. Directory information includes: a student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities; dates of attendance; date of graduation; or awards received. Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a

parent/guardian. Parents/guardians may refuse to allow the Board to disclose any or all "directory information" upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release consult the Board's annual Family Education Rights and Privacy Act (FERPA) notice which can be found at [www.auburncc.org](http://www.auburncc.org).

Other than directory information, access to all other student records is protected by FERPA and Ohio law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents/guardians, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age. The Board will provide access or release directory information to armed forces recruiters unless the parent or student request that prior written consent be obtained. Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents/guardians have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to the high school principal. An appointment with the appropriate person to answer any questions and to review the requested student records will be made.

Parents/Guardians and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent/guardian or adult student must request the amendment of a student record in writing and if the request is denied, the parent/guardian or adult student will be informed of his/her rights to a hearing on the matter.

### **Student Records Protection of Pupil Rights Amendment (PPRA)**

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an non-emancipated minor, his/her parents/guardians, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or the student's parents/guardians, mental or psychological problems of the student or the student's family, sex behavior or attitudes, illegal, anti-social, self-incriminating or demeaning behavior, critical appraisals for other individuals with whom respondents have close family relationships, legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers, religious practices, affiliations, or beliefs of the student or his/her parents/guardians, or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program). Consistent with the PPRA and Board policy, parents/guardians may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact the high school principal at 440.357.7542 to inspect such



materials. Further, parents/guardians have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent/guardian will have access to the survey/evaluation within a reasonable period of time after the request is received by the high school principal. The Superintendent will notify parents/guardians of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; and
- b. the administration of any survey by a third party that contains one or more of the items described above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents/Guardians and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C, 20202-5920  
[www.ed.gov/offices/OM/fpco](http://www.ed.gov/offices/OM/fpco)

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses [FERPA@ED.Gov](mailto:FERPA@ED.Gov) or [PPRA@ED.Gov](mailto:PPRA@ED.Gov).

### **Technology Learning Center/Annex Building**

Staff and students regularly utilize the Technology Learning Center (TLC) and the Annex building and are encouraged to do so. However, Auburn Road is a very busy road and the safety of the students and staff is a priority. All individuals must cross Auburn Road at the designated crosswalk. Everyone must be aware that traffic **DOES NOT ALWAYS STOP BECAUSE A STUDENT(S) IS IN THE DESIGNATED CROSSING AREA**. Always be aware of oncoming traffic.

### **Telephone Rules**

~~Students may use the pay telephone at a time that does not conflict with their regular school program. Students will have a pass from their instructor to use the telephone and then show their pass to High School Office personnel prior to using the telephone. Office staff is to sign the hall pass before the student returns to class.~~ Personal business should be conducted prior to coming to school. The telephone in the High School Office is for school business only. Please do not ask to use this telephone for personal business. Messages



phoned into the office for students will be delivered in accordance with the urgency of the message.

### **Work Permits**

Any student desiring a work permit will go to the Board of Education of his/her associate school. The permit will be issued and kept on file there. For more information on work permits and labor laws, see the **Guidance Office Student Services Department**.

## ***STUDENT ORGANIZATIONS***

It is an expected outcome that all students will be actively engaged in activities including Career Technical Student Organizations and clubs as an opportunity for students to further develop trade skills, entrepreneurship skills, employability skills, and professionalism.

**DECA** – *Distributive Education Clubs of America* – Business Management Technology

**FCCLA** - *Family Career & Community Leaders of America* – Culinary Arts and Teaching Professions Pathway.

**National FFA** – Landscape Horticulture.

**SkillsUSA** – Advanced Manufacturing, Allied Health Technology, Alternative Energy, Architecture and Project Management, Automotive Collision Repair, Automotive Technology, Computer Networking, Information Support and Services Construction, Cosmetology, Emergency Medical Services, HVAC, **Industrial Maintenance**, Interactive Multimedia Technology, Internet Programming & Development, Maintenance & Environmental Services, Patient Care Technician, Sports Medicine and Welding.

## ***OPTIONAL ACTIVITIES***

**Bully Prevention Team** – This is a school organization consisting of students from any Auburn class who are interested in preventing bullying in schools. Membership in the Auburn Bully Prevention Team is voluntary. Students must apply and are selected to serve on the team.

**Drug Free Clubs of America** – Drug Free Clubs of America is a positive reinforcement approach to keeping teens drug free. When a student joins Drug Free Clubs of America *we all work together* to recognize them for their healthy decisions. DFCA is a completely confidential voluntary drug screening program that students can join. It is a way to increase employability of our students to our business community. Students who pass and become members receive a membership card and agree to random drug screens to maintain their status in the program.

**NTHS** - *National Technical Honor Society* - Membership in the Auburn Chapter of NTHS is based upon outstanding scholarship, character, leadership and service. To be eligible for



membership, a student must achieve and maintain an overall G.P.A. of 3.25 and a G.P.A. for all Auburn classes of 4.0; in addition, the student must be in attendance at Auburn for a minimum of one grading period prior to entry into the chapter. Selection of students for membership is by a faculty vote. Students who are interested in membership and who meet the criteria as noted above will be invited to apply and will be asked to submit a Student Activity Information Form, along with a list of references and other materials.

**SADD** - *Students Against Destructive Decisions* - This is a school organization that consists of selected students throughout Auburn.

**STARS** - Student Tour and Representative Specialists are a group of high-quality students that will act as tour guides and representatives for any outside group that visits Auburn. Students selected for the STARS program may be involved in informational activities on and off campus. The most important role of the STAR is to represent Auburn Career Center in a positive way.

**Student Ambassadors** - A student ambassador is a representative and spokesperson for their program and Auburn during sophomore visitation days, open house, orientation, 8<sup>th</sup> grade tours, and other school activities. Student ambassadors must maintain passing grades, good attendance, good behavior, and positive attitude.

Some of the activities of the clubs listed above are co-curricular, which means that some of the activities take place during class time. Some of the club activities will be extra-curricular and take place after school hours.

### **Activity Fund/Fundraisers**

All school organizations have to keep their money in the Activity Fund. This fund is mandated through state law for the protection of the organizations from unscrupulous transactions. Through this fund, all bills must be paid.

All student activities programs must function within the framework of the educational and organizational policies of the Board of Education and the State of Ohio. All activities must first be pre-approved before the start of any fundraiser sale. A purpose statement for each organization must be developed and approved by Auburn Vocational School District Board of Education, stating the objectives for the particular selling project and the purpose of the sale. Each and every class/club having a fundraiser is held accountable and has the responsibility of following the guidelines of having a sale.

### **Business Partnership Program**

The Business Partnership Program is an educational opportunity for students to prepare for workforce employment and transition into secondary education, either by an internship, mentorship, community service, or apprenticeship.

### **Internship Privilege**

The Internship Privilege is an educational opportunity that prepares a student for workforce employment and transition to post-secondary education. During the internship, students will apply academic, employability, and technical skills in the workplace. The student will work with an onsite supervisor, Auburn's Business Partnership Coordinator, and their career and technical education teacher to develop a training plan that will address skill development during the experience.

The internship placements will be scheduled throughout the year, according to the specific needs of the program's industry. Internships will be scheduled in coordination with the student's academic schedule and coursework. They will take place three (3) days a week during the student's time at Auburn. The student will be required to keep a journal of their daily experiences, add this experience to their resume, and create a PowerPoint presentation about their experience for the Business Partnership Recognition Expo.

**ELIGIBILITY REQUIREMENTS:**

Internship sites must be related to the students' career training program. Auburn Students who have participated in the Auburn Employability Workshop and who meet the following criteria are eligible:

- 3.5 GPA in all courses at Auburn
- 95% attendance at Auburn
- Passing all courses at their associate school and at Auburn
- Teacher recommendation is required
- Will submit all required documents by the deadline
- Complete all components of the senior portfolio
- Successfully complete CTE testing or National Certification testing
- Attend and give a presentation at the Business Partnership Recognition Expo

**Mentorship**

The Mentorship is a program that is designed to give the student an educational opportunity to apply their skills by working in the workplace. The student will work with an onsite supervisor, Auburn's Business Partnership Coordinator, and their career and technical training education teacher to develop a training plan that will address skill development during the experience.

The mentorship placements will be scheduled throughout the year, according to the specific needs of the program's industry. Mentorships will be scheduled in coordination with the student's academic schedule and coursework. They will take place up to two (2) days a week during the student's time at Auburn. The student will be required to keep a journal of their daily experiences, add this experience to their resume, and create a presentation and speak about their experience at the Business Partnership Recognition Expo.

**ELIGIBILITY REQUIREMENTS:**

Mentorship sites must be related to students' career training program. Auburn Students who have participated in the Auburn Employability Workshop and who meet the following criteria are eligible:

- 2.5 GPA in their career and technical program
- 90% attendance at Auburn
- Passing all courses at their associate school and at Auburn
- Teacher recommendation is required
- Will submit all required documents by the deadline
- Complete all components of the senior portfolio
- Successfully complete CTE testing or National Certification testing
- Attend and give presentation at the Business Partnership Recognition Expo

### **Volunteer/Community Service Learning**

The Volunteer/Community Service Learning Program is an experience that is designed to give the student an educational opportunity to apply his or her skills by volunteering in the community or workplace. The student will volunteer for an organization or an employer in the local community.

The volunteer/community learning will be scheduled throughout the year, according to the specific needs of the program's industry for one (1) day a week during the student's Auburn time. This experience will be scheduled in coordination with the student's academic schedule and coursework.

The student will be required to keep a journal of the experience, add this experience to his or her resume, create a presentation, and speak about his or her experience at the Business Partnership Recognition Expo.

### **ELIGIBILITY REQUIREMENTS:**

Auburn students who have participated in the Auburn Employability Workshop and who meet the following criteria are eligible:

- 2.5 GPA in their career and technical program
- 90% attendance at Auburn
- Passing all courses at their associate school and at Auburn
- Teacher recommendation is required
- Submit all required documents by the deadline
- Attend and give presentation at the Business Partnership Recognition Expo

### **Apprenticeship**

The Apprenticeship Program is designed to serve as an effective transition from school to work for certain Auburn programs. It offers qualified high school students an outstanding academic education while instilling in them an understanding of the world of work and the skills necessary for competing in the world of work. To this end, the Joint Apprenticeship and Training Committee and Auburn Career Center developed this program that is skill based, labor and industry approved, and directly linked to explicit work place situations.

Apprenticeship placements will be scheduled throughout the year, according to the specific needs of the program's industry. Apprenticeships will be scheduled in coordination with the student's academic schedule and coursework. They will take place up to four (4) days a week during the student's time at Auburn.

### **Career Shadowing and College Visit/Technical School Day**

Students participate in a one (1) day event shadowing an occupation of interest ~~or and another day~~ visiting a college or technical school of interest. If students are not participating in career shadowing or college/technical school visitation on this day, then they are participating as a Sophomore Visit Day Host in their classroom.

### **Employability Fair / Mock Interviews**

Students practice interviewing and present resumes. Students are required to participate in this before any Business Partnership Programs begin.

## ***STUDENT SERVICES***

### **School Counselors**

The School Counselors provide counseling services for all juniors and seniors attending Auburn and maintains contact with all associate school counselors. The Auburn School Counselor also serves as NTHS (National Technical Honor Society), Student Ambassador and STARS (Student Tour and Representative Specialists) Program Advisor. To meet with the school counselor, students may sign in before class time or during their lunch period. Students may also make an appointment and get a pass out of class.

### **Career Development**

Auburn Career Center provides career development to middle and high school students in Auburn's eleven associate school districts. Career development includes field trips to Auburn's **Fab Quest** Lab, career exploration using OhioMeansJobs (formerly OCIS, Ohio Career Information System), and training for associate school **guidance** counselors and teachers in **OhioMeansJobs** **OCIS**.

Providing services for Elementary, Middle and High School Career Development, such as; educational resources and free career exploration lesson plans for teachers in Auburn's eleven associate school districts, and coordinating Auburn's College and Technical School Awareness Program.

Career Development provides services for **Elementary**, Middle, and High School Career Development, OhioMeansJobs (formerly OCIS), Senior Portfolio, and the Senior Business Partnership Program.

### **Enrollment Specialist**

The Enrollment Specialist is the link that the incoming students have to current Auburn program teachers and the Student Services Department. Once students arrive to Auburn,



the Enrollment Specialist continues to help with program selection for at least the first two (2) weeks of school. If students change their mind about a program, the Enrollment Specialist works with them to find a new program if there is an opening. The Enrollment Specialist also serves as a link between the student and the student's family for other enrollment issues including adult education and high school program options for additional family members in the associate schools. The enrollment specialist works with current Auburn students when presenting information about Auburn Career Center at associate schools, fairs, and other public events. Enrollment Specialists also coordinate field trips to Auburn for those associate schools so students can explore career pathways, Auburn programs, and how those programs can provide future career training and post-secondary credits.

## Credit Flexibility

Credit Flexibility applies to any coursework offered in the content areas of Career Technical Education, English, and Math **and Science** as applied for and approved in advance by an associate district of Auburn Vocational School District.

The **school district of** Auburn Vocational School District will communicate the aspects of the Credit Flexibility policy and program on the website and within the Student/Parent Handbook.

### ***Application:***

Any student may initiate a request to take a course and/or earn a credit via the credit flexibility option by submitting a Credit Flexibility Application and completed Credit Flexibility Plan submitted to their associate school guidance counselor and the Auburn Vocational School District guidance counselor. The associate school counselor and/or teacher of record should then meet with the student to develop the "Student Credit Flexibility Plan" that is to be signed by the student, appropriate school officials, teacher of record, and by the parents/guardians to signify mutual agreement with the plan.

### ***Review of the Application:***

The application for credit flexibility should include a completed Student Credit Flexibility Plan. A Student Credit Flexibility Plan should demonstrate agreement in the following plan elements:

- What course content and academic credit will be included in the plan?
- How will the student demonstrate proficiency?
- What (assessment) instruments or (educational) program will be used to demonstrate proficiency?
- What will be the minimum threshold needed to award credit (% of passing rate on tests, performances, demonstration of competency)?
- How will a grade be determined?
- What are the consequences of not completing the Student Credit Flexibility Policy or doing failing work?



- Who will serve as the “teacher of record?”
- When will the credit proficiency evidence be due?
- Who should sign the agreement (student, teacher of record, appropriate school official, counselor and parent/guardian)?
- How and when will progress toward success be demonstrated?
- What measures will be used to verify completion of the credit flexibility?
- What costs, if any, must be assumed by the student? By the district?
- How does the credit flexibility appeal work?
- Any provision which will permit modification of the plan after the plan has been approved and signed by all parties?

***Award of Credit:***

A student may be eligible to receive credit upon satisfactory completion of the alternative coursework, activity, assessment and/or performance as outlined in the Student Credit Flexibility Plan as required by the associate school district and Auburn Vocational School District.

- The total number of credits that may be awarded will be determined by the associate school district.
- The successful completion of a pre-approved course may result in credit being designated as fulfilling either required or elective credit toward graduation requirements.
- All courses, as applicable, must be aligned to the Ohio Career and Technical Education Content Standards and/or the Ohio Academic Content Standards to receive credit.
- Coursework from online providers may be accepted in accordance to the approval of the associate school district.
- The Principal or designee of the associate school district may award credit for custom learning activity(s) in the amount approved in advance based upon the equivalence to a 120 hour (Carnegie unit) course. In pre-approved cases, partial credits may be awarded where deemed appropriate.
- The Principal or designee of the associate school district may award credit or partial credit for pre-approved assessments, performances or work products that demonstrate mastery of content of any course offered or described within the Student Credit Flexibility Plan.
- The Teacher of Record reserves the right to remove the student from a course (withdrawn with penalty) for issues involving plagiarism and copyright violation.
- The student must complete all coursework assigned by the Teacher of Record on or before the due date or the student may be withdrawn with penalty from the course.

- The decision of the Teacher of Record regarding a withdrawal from the course may be appealed to the Principal or designee within ten (10) calendar days following notification of withdrawal.

***Teacher of Record:***

The “Teacher of Record” should be a faculty member (or members) with the content expertise (HQT) to assist with the development and assessment of the student credit flexibility plan. If none are available, it could be a credentialed school counselor or school administrator. An external mentor can be used if there is no teacher of record. Examples of an external mentor include: (1) a local artisan who can validate the quality of work created; (2) a private coach who can validate the time, progress, and proficiency of the student’s work.

***Credits:***

All credit assigned for any Student Credit Flexibility Plan will be approved and determined by the Principal and/or administration of Auburn Vocational School District associate districts.

***Attendance:***

Students using a credit flexibility plan should be counted in the same manner as students enrolled in **post-secondary PSEO** programs. They are still enrolled as students in their home school.

***Performance Data:***

Auburn should gather performance data, including: (1) the number of students participating in the credit flexibility policy in career and technical education programs and/or any course offered through Auburn vocational school district or courses under the authority of an Auburn teacher who may be the teacher of record; (2) the total credits earned; and (3) the extent to which student participation reflects the diversity of the student body. The data collected will be used to assess the extent of state utilization of the credit flexibility policy.

Typical Examples of Career and Technical Education Credit Flexibility may include but are not limited to:

- Embedded Academic within Career Tech Course **—i.e., Geometry in Architecture & Project Management**
- Portfolios
- Internships
- Online Courses

## ***TECHNOLOGY***

### **Student Network and Internet Acceptable Use and Safety**

***Students are encouraged to use the Board's computers, network, and Internet connection ("Network") for educational purposes. Use of the Network is a privilege, not a right. When***



~~using the Network, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use of the Network, including any violation of these guidelines, may result in disciplinary action consistent with the Student/Parent Handbook, and/or civil or criminal liability. Prior to accessing the Network students must sign the Student Network and Internet Acceptable Use and Safety Agreement. Parent permission is required for students. Parents/Guardians are encouraged to discuss their values with their children and encourage students to make decisions regarding their use of the Network that is in accord with their personal and family values, in addition to the Board's standards.~~

Students are authorized to use the Board's computers, laptops, tablets, personal communication devices (as defined by Policy 5136), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech") for educational purposes. Use of the Education Technology is a privilege, not a right. When using the Ed-Tech, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use of the Ed-Tech, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Prior to accessing the Education Technology students and parents must sign the Student Education Technology Acceptable Use and Safety Agreement. Parents are encouraged to discuss their values with their children and encourage students to make decisions regarding their use of the Ed-Tech that is in accord with their personal and family values, in addition to the Board's standards.

Smooth operation of the Board's Education Technology **Network** relies upon users adhering to the following guidelines. The outlined below are not exhaustive but are provided so that users are aware of their general responsibilities.

- A. Students are responsible for their behavior and communication using the Ed-Tech on ~~the Network~~. All use of the Education Technology **Network** must be consistent with the educational mission and goals of the District.
- B. Students may only access and use the Education Technology by using their assigned account and may only send school-related electronic communications using their District-assigned email addresses. Use of another person's account/email address/password is prohibited. Students may not allow other users to utilize their account/email address/password. Students may not go beyond their authorized access. Students are responsible for taking steps to prevent unauthorized access to their accounts by logging off or "locking" their computers/laptops, tablets/personal communication devices when leaving them unattended. ~~Students may only access the Network by using their assigned Network account. Use of another person's account/address/password is prohibited. Students may not allow other users to utilize their account/address/password. Students may not go beyond their authorized access. Students are responsible for taking steps to prevent unauthorized access to their accounts by logging off or "locking" their computers when leaving them unattended.~~



- C. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the **District's Network**. Students may not intentionally disable any security features of the **Ed-Tech Network**.
- D. Students may not use the **Education Technology Network** to engage in "hacking" or other illegal activities (e.g., software pirating; intellectual property violations; engaging in slander, libel, or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography; including sexting; fraud; sale of illegal substances and goods).
1. Slander and libel are terms defined specifically in law. Generally, slander is "oral communication of false statements injurious to a person's reputation," and libel is "a false publication in writing, printing, or typewriting or in signs or pictures that maliciously damages a person's reputation or the act or an instance of presenting such a statement to the public." (The American Heritage Dictionary of the English Language. Third Edition is licensed from Houghton Mifflin Company. Copyright © 1992 by Houghton Mifflin Company. All rights reserved.) Students shall not knowingly or recklessly post false or defamatory information about a person or organization. Students are reminded that material distributed over the Internet is "public" to a degree no other school publication or utterance is. As such, any remark may be seen by literally millions of people and harmful and false statements will be viewed in that light.
  2. Students shall not use the **Education Technology Network** to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation or **transgender identity**, age, disability, religion, or political beliefs. Sending, sharing, viewing or possessing pictures, text messages, emails or other materials of a sexual nature (i.e. sexting) in electronic or any other form, including the contents of a **personal wireless** communication device or other electronic equipment is grounds for discipline. Such actions will be reported to local law enforcement and child services as required by law.
- E. Transmission of any material in violation of any State or Federal law or regulation or Board policy is prohibited.
- F. Any use of the **Ed-Tech Network** for commercial purposes (e.g., purchasing or offering for sale personal products or services by students), advertising, or political lobbying is prohibited. This provision shall not limit the use of the **Ed-Tech Network** by students for the purpose of communicating with elected representatives or expressing views on political issues.
- G. Use of the **Education Technology Network** to engage in cyberbullying is prohibited. ""Cyberbullying" is defined as the use of information and communication

technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others." [Bill Belsey (<http://www.cyberbullying.ca>)]

Cyberbullying includes, but is not limited to, the following:

1. Posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;
  2. Sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
  3. Using a camera phone to take and send embarrassing sexually explicit photographs/recordings of students;
  4. Posting misleading or fake photographs of students on websites.
- H. Students are expected to abide by the following generally-accepted rules of network etiquette:
1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the **Education Technology Network**. Do not use obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive or disrespectful language in communications through the **Ed-Tech Network** (including, but not limited to, public messages, private messages, and material posted on web pages).
  2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
  3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending him/her messages, the student must stop.
  4. Do not post information that, if acted upon, could cause damage or a danger of disruption.
  5. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet. This prohibition includes, but is not limited to, disclosing personal identification information on commercial web sites.



6. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
  7. Never agree to get together with someone you "meet" online without parent approval and participation.
  8. Check e-mail frequently, and delete email promptly ~~from the personal mail directory~~ to avoid excessive use of the electronic mail disk space.
  9. Students should promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable, especially any e-mail that contains sexually explicit content (e.g. pornography). Students should not delete such messages until instructed to do so by a staff member.
- I. Use of the **Education Technology Network** to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. If a student inadvertently accesses material that is prohibited by this paragraph, s/he should immediately disclose the inadvertent access to the teacher or administration. This will protect the user against an allegation that s/he intentionally violated this provision.
  - J. Malicious use of the **Education Technology Network** to develop programs that harass other users or infiltrate a computer/**laptop/tablet** or computer system and/or damage the software components of a computer or computing system is prohibited. Students may not engage in vandalism or use the **Ed-Tech Network** in such a way that would disrupt its use by others. Vandalism is defined as any malicious or intentional attempt to harm, steal or destroy data of another user, school networks, or technology hardware. This includes, but is not limited to, uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass Network security and/or the Board's technology protection measures. Students also must avoid intentionally wasting limited resources. Students must immediately notify the teacher or administration if they identify a possible security problem. Students should not go looking for security problems because this may be construed as an unlawful attempt to gain access.
  - K. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues



regarding software, information, and attributions/acknowledgement of authorship must be respected. Rules against plagiarism will be enforced.

- L. Downloading of information onto **school-owned equipment or contracted online educational services** **the Board's hard drives** is prohibited without prior approval from the administration. If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a student transfers a file or software program that infects the **District's Ed-Tech Network** with a virus and causes damage, the student will be liable for any and all repair costs to make the **Education Technology Network** once again fully operational.
- M. Students must secure prior approval from a teacher or the administration before joining a Listserv (electronic mailing lists) and should not post personal messages on bulletin boards or "Listservs."
- N. Students may use real-time electronic communication, such as chat or instant messaging, only under the direct supervision of a teacher or in moderated environments that have been established to support educational activities and have been approved by the Board, Superintendent, or administration. **Students may only use their school-assigned accounts/email addresses when accessing, using or participating in real-time electronic communications for education purposes.**
- O. Privacy in communication over the Internet and **through the District's Education Technology Network** is not guaranteed. In order to verify compliance with these guidelines, the Board reserves the right to access, monitor, review, and inspect any directories, files and/or messages residing on or sent using the **its Ed-Tech Network**. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The following notice will be included as part of the computer log-on screen:

"The **Board's District's Education Technology (including computers, laptops, tablets, personal communication devices, network, and Internet connection and online educational services) system** is to be used for educational and professional purposes. Users are reminded that all **Network use of Education Technology, including Internet use, is monitored by the District and individual users have no expectation of privacy.**"

- P. Use of the Internet and any information procured from the Internet is at the student's own risk. The Board makes no warranties of any kind; either express or implied, that the functions or the services provided by or through the **Ed-Tech Network** will be error-free or without defect. The Board is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people. The Board is not



responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects must be cited the same as references to printed materials. The Board will not be responsible for financial obligations arising through the unauthorized use of the **Ed-Tech Network**. Students or parents of students will indemnify and hold the Board harmless from any losses sustained as the result of misuse of the **Ed-Tech Network** by the student. ~~Use of the Network by students will be limited to those students whose parent(s)/guardian(s) have signed a release of claims for damages against the Board.~~

- Q. Disclosure, use and/or dissemination of personal identifiable information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student **Education Technology Network and Internet** Acceptable Use and Safety Agreement Form."
- R. Proprietary rights in the design of websites hosted on Board-**owned or leased** servers remains at all times with the Board.
- S. File-sharing is strictly prohibited. Students are prohibited from downloading and/or installing file-sharing software or programs on the **Ed-Tech Network**.

Students may not establish or access web-based email accounts on commercial services through the **Ed-Tech Network** (e.g., Gmail, Hotmail, Yahoo mail, etc.).

- T. Since there is no central authority on the Internet, each site is responsible for its own users. Complaints received from other sites regarding any of the District's users will be fully investigated and disciplinary action will be taken as appropriate.
- U. **Preservation of Resources and Priorities of Use: Computer resources are limited. Because space on disk drives and bandwidth across the line which connect the District's Ed-Tech (both internally and externally) are limited, neither programs nor information may be stored on the system without the permission of the instructor. Each student is permitted reasonable space to store e-mail, web, and personal files. The Board reserves the right to require the purging of files in order to regain disk space. Students who require access to the Education Technology for class- or instruction-related purpose.**

## **Blackboard**

By definition, Blackboard is the name of a learning content management system that is web-based. Through the use of this tool, teachers can create courses which students can access online via the web. Students log into to their Auburn account and then locate the appropriate icon which they click on to begin to navigate the courses accessible to them through the Blackboard learning content management system.

Uses of Blackboard include:



- Online courses
- Discussion board within a student course
- Creation of learning groups for projects

## Online Learning

When students access the Internet or the web to access courses, research a topic, participate in discussion group (blog), they are using web based tools to learn. Any courses taken using the Internet or web-based technology are categorized as e-learning or online courses. As online courses are utilized more frequently in the post secondary and career training environment, students gain valuable experience in learning how to learn in this electronic environment. One of the advantages is that students gain access to courses 24/7. When students want to review course content, class handouts, projects, and resources they can access their courses through Auburn's Blackboard content management system.

As the year progresses, the Career and Technical Courses will also post in Blackboard their course syllabus, handouts, resources, training films and their assignments with due dates. All students will be provided logins for their courses.

## Online Learning Labs

~~If a teacher does not use computers on a daily basis, these labs are available. Career and technical teachers may take their students to this lab to update their Personal Learning Plan (PLP), take national industry based certification courses, and to complete online testing for their OCTCA competency review. These labs are available for teachers for other online instruction purposes.~~

## Online Academic Courses

Auburn students utilize Blackboard technology to access the following courses:

- American Literature – Grade 11
- British Literature – Grade 12
- Algebra II
- Advanced Mathematics
- Pre-Calculus

During the academic year of 2016-2017, English and Math will be utilizing technology for the basis of their courses. All of these courses are aligned to Common Core State Standards. The advantage of online learning courses being used at Auburn is that students will gain additional time in their career and technical program.

Online English courses include American Literature and British Literature with units on technical writing and writing assignments related to their career program. Orientation training sessions are held for new students at the beginning of school, and support is available from the teachers when needed. As students demonstrate their ability to navigate

the course and meet deadlines on their own, they will be released to complete the course on their own time. Even though students can manage their learning schedule on their own, should a student fall behind in meeting their course responsibilities or if a student has a question, students can still meet with their English Teacher face-to-face and conference with them.

Online math students will be using an online textbook course. Orientation training sessions are held for new students at the beginning of school, and support is available from the teachers when needed. As students demonstrate their ability to navigate the course and meet deadlines on their own, they will be released to complete the course on their own time. From the teacher grade book, lessons taught will be focused on reinforcing the math concepts that students are demonstrating need for additional instruction and tutoring.

### **Online Academics Orientation**

Students and parents are encouraged to attend an evening orientation-training session during the week prior to the beginning of school to learn how to navigate the online courses. By sharing a password for the course, parents can monitor the student's progress in the course. Grade performance can also be accessed through Infinite Campus. During this orientation session, parents will also learn how to navigate their Infinite Campus parent portal. All final grades for each grading period will appear on the associate high school's student report card.

### **Parent Connection to Auburn**

Auburn encourages parents to be connected to Auburn. Auburn's technology provides parents the opportunity:

- To find out what is happening at Auburn by checking the Auburn website at [www.auburncc.org](http://www.auburncc.org).
- To review policies and procedures from the Student/Parent Handbook by accessing the Auburn website at [www.auburncc.org](http://www.auburncc.org).
- To monitor their daughter's or son's progress through an online connection to Infinite Campus (Auburn's student data management system) by clicking the link on the Auburn home page and sign in to Infinite Campus utilizing the Auburn assigned password.
- To conference with a teacher, by clicking on the "Directory" link on the home page, locating the teacher, and then sending them an email message.

### **Student Login**

Each Auburn student is assigned a password which will provide him or her with access to Microsoft applications and online courses. Specific Microsoft applications include: Access, Excel, Front Page, Outlook, Power Point, Publisher, and Word. Additional logins will be provided for courses and testing experiences.

### **Parent Login**

Parents will receive login information to access information about their son or daughter through Infinite Campus.



## Computer Access

Students and visitors to Auburn are welcome to use accessible computers located in the Commons area of Auburn and the open area of the Technology Learning Center.

## TRANSPORTATION

*Transportation to and from Auburn is provided by the associate high school. Contact your associate school transportation department for more information.*

### Student Driving/Parking

No student may drive to Auburn without a Parking Permit issued by Auburn. The permit must be signed by the associate high school's administration. Students driving a vehicle to school have the responsibility of maintaining safety standards. Driving to school and parking on premises is a privilege, not a right. Disregarding any of the rules may result in a denial of driving privileges and/or could lead to disciplinary action. **Violations to Auburn policy or the Student Code of Conduct may result revocation of driving privileges.**

*Students who drive to Auburn that do not secure a permanent or one-day temporary permit are subject to discipline.*

**Students and their parents/guardians assume full responsibility and liability for any transportation to and from school that is not officially provided by the Board.**

**Due to limited parking facilities at Auburn, senior students will be given first priority securing driving privileges. Junior students will be given driving privileges if parking is available and/or if there is a need to drive.**

**The following are driving/parking regulations:**

1. Permanent parking permit cost is \$30.00 for the school year. A reduced fee of \$20.00 will be charged for second semester. Replacement fee for lost or stolen tag is \$10.00. One-day temporary parking permit is \$5.00 for each day issued. Parking fees are non-refundable.
2. Students need to register their vehicles with the High School Office by showing their valid driver's license and proof of insurance and completing the parking permit forms which can be found on the Auburn website [www.auburncc.org](http://www.auburncc.org), by selecting High School, under that select Forms. (Ohio law requires a valid driver's license and liability insurance and both will be kept on file).
3. Permit parking tag must be displayed on the rearview mirror with the front showing through the windshield at all times while on school property.
4. A parking permit is to be used only by the permit holder.
5. Students are not to visit the parking lot during regular school hours, including lunch.

6. No loitering is allowed in any vehicle. When students arrive at school, they are to park and lock their cars and enter the building immediately.
7. All student vehicles must enter and exit by the north driveway, and can only park in the parking lot behind the school. The first row is reserved for Auburn vehicles.
8. Student drivers are required to stop when hailed by any Auburn staff member.
9. All drivers shall obey the traffic flow when exiting the parking lot and maintain the 10-mph speed limit on school grounds and 20-mph school zone on Auburn Road.
10. Squealing tires, hot-rodding, or general reckless operation shall result in loss of driving privileges.
11. Vehicles should be locked; Auburn assumes no responsibility for theft or damage to vehicles or their contents.
12. All vehicles entering school property are subject to search and inspection. Failure to comply with a reasonable search will be considered insubordination.
13. Any vehicle illegally parked without a permit on Auburn property may be wheel-locked or towed at the owner's expense.
14. If a student's parking privileges are suspended as a result of the violation of regulations, no fees will be refunded by the Board.
15. A violation of regulations can result in the loss of driving privileges. The amount of time is determined by individual circumstances but can result in losing driving privileges for the remainder of the school year.
16. Any student(s) suspended from their associate high school transportation system cannot drive or ride with other Auburn students to Auburn. An alternative transportation arrangement must be made by the student and his/her parents/guardians in the event of such suspension.
17. Students are to follow all Ohio Bureau of Motor Vehicles Laws. Parents/Guardians and students are reminded that Ohio Revised Code Section 4507.071 limits the number of passengers who can ride with a driver holding a probationary license.

### **One-Day Temporary Parking Permit**

One-Day Temporary parking permits may be issued to students that do not have a Permanent Parking Permit, based on need as approved by Auburn administration. Before driving to Auburn, the permit must be signed by the associate high school's administration.

In order to obtain a One-Day Temporary Permit a student will need to provide the following to the High School Office:

1. Complete Application for One-Day Temporary Parking-requires parent/guardian



signature.

2. Proof of valid drivers license and insurance.
3. Return application to High School Office for approval.
4. Pay required \$5 fee.

The student will receive a One-Day Temporary Parking Permit to be displayed on the dashboard of the vehicle. One-day temporary parking permits should be requested at least one (1) day in advance. Students are limited to three (3) one-day temporary parking permits per semester. The fee may be waived under certain circumstances (such as field trips/experiences) upon the approval of the administration.

### **When a Student Misses Their Bus To Auburn**

Any student who misses the bus to Auburn must notify and receive permission from their associate high school administration before attending Auburn. If the student drives to Auburn they must report immediately to the High School Office to secure a one-day temporary parking permit. Permission for the student to drive to Auburn will be confirmed with parents/guardians.

### **Loss of Driving Privileges / Driving License**

According to the Ohio Department of Public Safety, a student who is suspended or expelled from school for using or possessing drugs or alcohol will lose his/her driver's license upon notification to the Bureau of Motor Vehicles by the Superintendent. In addition, if a student misses ten (10) consecutive days or fifteen (15) total days in one (1) semester or term without a legitimate excuse, the Superintendent may notify the Bureau of Motor Vehicles to suspend the student's driver license.

### **Equal Education Opportunity**

Auburn Vocational School District affirms that no person shall, on the basis of race, color, national origin, sex (**including sexual orientation or transgender identity**), disability, **age (except as authorized by law)**, religion, **military status, ancestry, or genetic information** be excluded from participation in, be denied the benefits of or be subject to discrimination under any educational program or activities conducted under its auspices. This shall extend to employees therein and admission thereto. Inquiries concerning the application of this policy may be referred to the Superintendent or designated coordinator.

Further, it is the policy of this District to provide an equal opportunity for all students, regardless of race, color, national origin, sex (**including sexual orientation or transgender identity**), disability, **age (except as authorized by law)**, religion, **military status**, ancestry, **genetic information**, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

~~Auburn Career Center accomodates students desired sexual orientation. Gender neutral~~

~~locker rooms and bathrooms will be provided to any student who identifies themselves as transgender.~~

The policy prevails in all Board policies concerning school employees and students. The Board of Education designates Title IX Coordinator as Judy Falcone, 8140 Auburn Road, Concord Twp., Ohio, 44077, 440.358.8031 and Section 504 and 504/ADA Compliance Officer as Suzanne Holmen, 8140 Auburn Road, Concord Twp., Ohio, 44077, 440.357.7542 ext. 8151.

## Student Grievance

Procedure for Title VI, Title IX and Section 504.

1. Report and describe the alleged grievance in writing to the High School Office.
2. Forward such written description to the Compliance Officer within ten (10) days of the grievance.
3. The Compliance Officer or in their absence a designee shall within ten (10) days after receipt of the complaint conduct a hearing with the involved party. Such party shall be notified by mail as to the time and place of the hearing and may have representation at the hearing.
4. Upon completion of the hearing the Compliance Officer shall within ten (10) days forward a written notification of the decision to the involved party.
5. A student may appeal the decision of the Compliance Officer to Superintendent within ten (10) days after the receipt of the decision from the Compliance Officer.

A complaint may be filed with the U.S. Department of Education, Team Leader, Office for Civil Rights, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114 at anytime.

## ***FORMS***

The following forms are on file and available in the High School Office:

- Title VI/VII/IX Internal Complaint Form 2260 F2
- Notice of Nondiscrimination and Complaint Procedures Including Title II, Title VI, Title VII, Title IX, Section 504 and ADA Form 2260 F8
- Parent Request and Authorization to Administer to Administer a Prescribed Medication/Drug or Treatment Form 5330 F1
- Authorization for Nonprescribed Medication or Treatment Form 5330 F1a
- Student Handbook Certification Form 5500 F1
- Memorandum to Parents Regarding School Board Policy on Drug-Free Schools Form 5530 F2
- Annual Notification to Parents Regarding Student Records and Specific Events/Activities Form 8330 F9
- Notification to Parents on Blood-Borne Pathogens Form 8453.01 F5
- Student Network and Internet Acceptable Use and Safety Agreement Form 7540.03 F1
- Application To Drive Vehicles On School Property Form 5515 F1
- Parental Authorization and Release From Liability/Transportation in Student Vehicle Related to School-Sponsored Activity Form 5515 F2
- Request that Directory Information Not Be Released to Recruiters Without Prior Written Consent Form 8330 F13
- Authorization for the Possession and Use of Epinephrine Autoinjector (Epi-Pen) Form 5330 F4
- Authorization for the Possession and Use of Asthma Inhalers/Other Emergency Medications Form 5330 F3
- Parental Permission for the Release and Publication of Student's Photograph/Image Form 8330 F9a



***STUDENT/PARENT HANDBOOK***  
***2016—2017***

*Student Code of Conduct Information*  
*Signed Agreement*

I have read all of the information included in the Auburn Student/Parent Handbook 2016—2017 and understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies of Auburn.

Auburn Program: \_\_\_\_\_

Student Name: \_\_\_\_\_  
*(Please Print)*

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_  
*(Please Print)*

Parent/Guardian Signature: \_\_\_\_\_

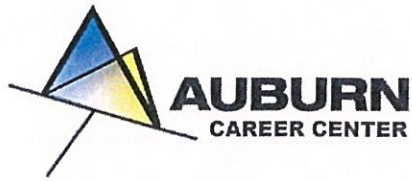
Date: \_\_\_\_\_

Please complete and return this signed form by October 3, 2016 to the Auburn High School Office.



*Attachment Item #26*

Approve Teacher  
Handbook for 2016-2017  
School Year



# High School Teacher

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Handbook

2016-2017

8140 Auburn Road

Concord Township, Ohio 44077

440.357.7542 Main Number

800.544.9750 Toll Free Number

440.358.8012 High School Fax

440.357.0310 Board Office Fax

[www.auburncc.org](http://www.auburncc.org)

Margaret T. Lynch  
Superintendent

Sherry Williamson  
Auburn Career Center and  
Lake County Educational Service Center  
Treasurer

Jeff Slavkovsky  
Principal

Dee Stark  
Assistant Principal – Teaching and Learning

TBD  
Director of Adult Workforce Education

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## Forward

This handbook is published as a guide to aid high school teachers of the Auburn Career Center in improving their instructional program and to answer questions that arise from time to time in connection with school policies and procedures. Although some of the Board of Education policies have been included in this manual, it should be clearly understood that procedures are not policies and the actual Board Policy is the final authority. Auburn Vocational School District Board Policy can be found at the following website address: <http://www.neola.com/auburnjvs-oh/>

Throughout the school year, there may be additions or deletions published which will supplement, amplify or modify the original contents of this handbook. Revised versions of this handbook will be made available electronically. Staff members should be sure to check whether a revised version has been made available electronically before relying upon hard copies of this handbook, as hard copies may be outdated.

Information contained in this handbook is intended to assist teachers and has no contract or legal status related to collective bargaining agreements between CATA/OEA and the Auburn Vocational School District Board of Education or Ohio Revised Code. It is expected that all teachers will become familiar with this manual. Your ideas and suggestions are welcome for future revision.

## Course Credits

Two (2)- year Career and Technical Education programs award three (3) credits per year for passing grade of "D" or better. It is, therefore, possible for a student to earn six (6) credits towards graduation at their associate school for your two (2)-year career and technical program.

## Customer Service

Performing work for internal or external customers is an extension of the Career and Technical Education lab experience for students in many Career and Technical Education programs. Services performed as a part of the curriculum of Auburn Career Center will be guided by the following criteria:

1. Auburn Career Center will service agencies and individuals as determined by the Administration to be in the best interest of the school and the students' educational experiences.
2. Permission of your Principal will be obtained for services performed in your lab facility or in the community.
3. Clientele and students will adhere to safety and prescribed methods established by teachers.
4. All work will be inspected by the instructors.

IN ALL CASES WORK ORDERS ARE REQUIRED. DAILY DEPOSITS MUST BE MADE IN THE HIGH SCHOOL OFFICE.

Each teacher will follow the established Customer Service guidelines. This plan should include:

1. The established cost for various services.
2. How a customer can make arrangements for service.
3. The instructor must have a "paid-in-full" receipt from the High School Office prior to release of the job.

Charges to customers will include the cost of parts plus a percentage increase. (A daily service charge of \$2.50 may be assessed for all services performed if approved by the Principal.) All Customer Service work will be scheduled through the instructor. The instructor will verify that all work is done in a professional manner; and upon completion of the work, an invoice will be completed. A copy of the work order will be sent to the High School Office with the keys at the time it is completed.

Records will be kept on file for all work done. This is an integral part of the training program. Instructors are responsible for keeping records for Customer Service. The intent of Customer Service is to provide "real world" experiences for Auburn Career Center students and to economically break even in terms of cost. The experience of



Customer Service is to also ensure that the Auburn Career Center is not losing money that the school would have to absorb but is also not making an excessive profit or windfall gains that would cause competition with local businesses.

Auburn Career Center staff members may make use of the Customer Service provided at Auburn Career Center. It is expected and required that all staff members follow the established procedures for any Customer Service in the building.

Teachers taking students off-site for Customer Service activities must take Field Experience Form or a Field Trip Permission Form signed by a parent/guardian and have a Field Trip Application Form approved by Principal. Again, the services and products provided through Auburn's various high school career-technical programs are not designed to be competitive with local businesses to produce revenue for the District or to provide a benefit to employees. Such services and products must be consistent with the District's educational mission and appropriately suited to the students who will be involved in the activities.

The District reserves the right to determine when and how such services and products are made available to the public. However, when such services and products are made available to the public, the customer will be charged an amount sufficient to cover costs of materials, supplies, and parts used and any other reasonable cost associated with Customer Service. Charges, except for materials and parts, may be waived for students enrolled in the course.

Money received from customers will be turned in to the High School Office for deposit daily by appropriate departments. This money will be credited to the individual program account.

## Daily Bell Schedule

The teachers' work day is scheduled from 7:30 am to 3:00 pm. The first bell to release Juniors to go to classes is scheduled at 8:15 a.m. The bell to dismiss Juniors from their morning class will ring at 10:53 a.m. Seniors are expected to report to Auburn Career Center and their homeroom period at 10:58 a.m. At 2:28 p.m., the senior dismissal bell will ring.

## Reporting Abuse

Ohio law requires that each school employee report suspected cases of child abuse and neglect. The law makes provisions for reporting suspected cases of physical, sexual, emotional abuse, or neglect or dependency (lack of support) of anyone 18 years or younger or persons with special needs 21 or younger.

The number to call for Lake County's Children Services is (440)350-4000 and for Geauga County's Children Services is (440)285-9141. Callers should be prepared to provide the name, address and age of the child; name and address of his/her caretaker; the nature and extent of the known or suspected abuse; any other information that might be helpful in establishing the cause of the abuse. Make certain the caseworker has your name and you have his/her name also. You cannot meet the requirement of the law simply by informing a counselor or an administrator, who in turn follows up with a report. However, see a counselor or an administrator and make the report jointly.

The duty to report suspected child abuse or neglect is created by Ohio Revised Code Section 2151.421, which states that: ***No school teacher, school employee, or school authority "who is acting in an official or professional capacity and knows or has reasonable cause to suspects . . . that a child . . . has suffered or faces a threat of suffering any physical or mental wound, injury, disability or condition of a nature that reasonably indicates abuse or neglect of the child shall fail to immediately report that knowledge or reasonable cause to suspect . . . to the public children services agency. . . a municipal or county peace officer. . ."***

## Anti- Harassment

Staff members are expected to conduct themselves at all times so as to provide an atmosphere free from unlawful harassment, which includes sexual harassment. Any staff member who engages in harassment and/or sexual harassment will be subject to disciplinary action, up to and including termination.



Any member of the School District community or third party who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described in the Board's Policies and Guidelines.

The following individual shall serve as the District's "Anti-Harassment Complaint Coordinator":

Jeff Slavkovsky  
Auburn Vocational School District  
8140 Auburn Road, Concord, Ohio 44077  
440-357-7542

For additional information as to the types of behavior that are prohibited or further information on the investigation and complaint procedure, please see the Board's Policies, Guidelines, and Forms related to Anti-Harassment, which may be found at [www.neola.com/auburnjvs-oh/](http://www.neola.com/auburnjvs-oh/)

### **Teacher Attire**

Teachers should be dressed professionally for their career field. Female professional attire includes no cleavage, no leggings (extremely tight pants), or no short skirts (less than 2-3" above the knee). Professional attire for males includes no jeans (unless in heavy trades), no wrinkled or un-tucked shirts.

### **Teacher Work Day**

The teacher contracted work day is 7:30 a.m. to 3:00 p.m. Monday, Wednesday, Thursday and every other Tuesday beginning with the first Tuesday in the new school year. The other Tuesdays, teachers will stay until 4:00 p.m. for extended Professional Learning Community meetings of the teaching staff. See Dates to Remember for actual dates. Teachers may leave at 2:30 p.m. every Friday or the last day of the school week.

With approval of the teacher's immediate supervisor or his/her designee, a teacher's individual work day may be adjusted in order for them to take care of a personal matter that necessitate a minimal amount of time away from the district and/or does not interfere with regular assigned time with students. All variations of the teacher contract schedule must be entered into HR Kiosk and marked appropriately as "sick", "personal" or professional leave.

In the event of circumstances that require staff to be present in the school or in attendance at required activities, and where stipulated by the Collective Bargaining Agreement, the teacher shall make application for stipend pay. Application for stipend requires prior approval of the Principal and Superintendent.

As per the Collective Bargaining Agreement and as listed on the School Year Calendar, teachers are required to be in attendance at all open houses, parent-teacher conferences and sophomore orientation evenings. The day before Thanksgiving Day will serve as a compensatory day for teachers.

### **Flexible Work Schedule**

The Board of Education recognizes that the performance of duties in the educational setting may require that occasionally those duties be performed outside of the regular high school work day. The Superintendent, as the designee of the Board, in collaboration with the President and Professional Rights Officer of CATA/OEA, may agree to approve flexible work schedules for teachers or union members in the event that required duties of the teacher or union member must be performed outside of the regular high school work day.

Current staff who work on a flexible schedule include Enrollment Specialists, Business Partnership Coordinators and Quest/Fab Lab Moderator.

**Non-Discrimination and Access to Equal Educational Opportunity**  
**NOTICE OF NONDISCRIMINATION AND COMPLAINT PROCEDURES**  
**(INCLUDING TITLE II, TITLE VI, TITLE VII, AND TITLE IX, SECTION 504, AND ADA)**

**Nondiscrimination**

The Board of Education does not discriminate on the basis of religion, race, color, national origin, sex, disability, or age in its program, activities, or employment.

Further, it is the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

**Complaint Procedure**

**Section I**

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District's Civil Rights Coordinator:

<b>Judy Falcone – Title IX</b>	<b>Dan Crail – Civil Rights</b>	<b>Suzanne Holmen – Section 504 &amp; ADA</b>
Auburn Vocational School District 8140 Auburn Road, Concord, OH 44077 440-357-7542 x8031	Auburn Vocational School District 8140 Auburn Road, Concord, OH 44077 440-357-7542 x8014	Auburn Vocational School District 8140 Auburn Road, Concord, OH 44077 440-357-7542 x8151

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: [ocr.cleveland@ed.gov](mailto:ocr.cleveland@ed.gov); Web: <http://www.ed.gov/ocr>.

**Section II**

A person who believes s/he has a valid basis for a complaint may discuss the matter, informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and respond in writing to the complainant. If the informal procedures, do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

Step 1

Investigation by the District's Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint with the District's Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall permit the



complainant to present witnesses and other evidence in support of his/her complaint. The investigation shall be completed within ten (10) school days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.

### Step 2

If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Superintendent of Schools within five (5) school days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and in writing to the complainant within ten (10) school days of receiving the written appeal.

### Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) school days of his/her receipt of the Superintendent's Step 2 response. In an attempt to resolve the complaint, the Board of Education shall meet with the concerned parties and their representative within twenty (20) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of the internal complaint procedures is not a prerequisite to the pursuit of other remedies.

The Civil Rights Coordinator will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Civil Rights Coordinator's office.

## **Donations**

All donations whether equipment or supplies, MUST be approved by the Board of Education. Information regarding items, donor, donor's address and program area must be given to the Principal who will then forward to Treasurer, Sherry Williamson. Final acceptance will rest with the approval of the Auburn Vocational School District Board of Education. After the Board approves a donation, a "Thank You" letter will be sent by the Treasurer, Sherry Williamson.

### **Guidelines for Acceptance**

1. All donations must first be approved for acceptance by the program instructor and Principal.
2. In the case of vehicles, a title must accompany the vehicle or it cannot be accepted.
3. Contact Maintenance Department for pick-up if necessary.
4. Principal submits a list of all donations (with titles attached, if applicable) monthly to the Treasurer for acceptance by the Board of Education.
5. Thank you letters are sent by the Treasurer on behalf of the Board of Education.
6. Titles for donated vehicles are kept in the Treasurer's office.

## Inventory

Teachers are responsible for an accurate inventory of their program. This includes the location of items that were traded or otherwise removed from inventory. Any single item that has a value of \$500 or more needs to be labeled by the Treasurer's office and entered into the inventory of Auburn Vocational School District assets

### Guideline for Disposal or Removal from Inventory

1. Disposal of any District property must be approved by the Principal. Disposal of any District property that has an inventory tag, indicating a value of more than \$500.00 must be approved by the Principal and processed through the Treasurer's Office.
2. Any donated vehicles removed from the property must be accompanied by the title.
3. Transfer from one department to another must be approved by the Principal and the Treasurer's office to insure proper inventory control.
4. The program instructor makes arrangements for all removals of equipment with prior Principal approval and according to the directions given from the Treasurer's office.
5. A receipt must be given to the Principal by the teacher responsible for the program for all equipment and/or vehicles scrapped which will then be forwarded by the Principal to the Treasurer.

## Drug Policy

It is the primary objective of Auburn Career Center to ensure that the education of all students shall proceed in an efficient, orderly and non-disruptive manner. The sale, use, or possession of intoxicants, illegal drugs or any controlled substances on school premises is an obstacle to that objective and an interference with the rights of students to receive quality academic and career-technical instruction.

### Drug Search of School Property Including Lockers and Parking Lot

The administration is authorized to utilize any drug detection methods including canines, whose reliability and accuracy for sniffing out contraband has been established. Canine searches have been effective in the search for contraband in school-owned property and automobiles parked on school property. An indication by the dog that contraband is present on school property or an automobile shall be cause for a further search by school officials. Seized contraband will be placed in a secure area by administration and turned over to a law enforcement officer.

## Family and Medical Leave

In accordance with the Family and Medical Leave Act ("FMLA"), the policies of the Board of Education, and the collective bargaining agreement, the Board provides FMLA leave to staff members. To utilize this benefit, an employee shall provide the Superintendent with proper prior notice of the need to take FMLA leave, and shall provide requisite information and documentation to support the requested leave. For more information on how to request FMLA leave, see the Board of Education's policies on FMLA leave, located at <http://www.neola.com/auburnjvs-oh/>

In accordance with FMLA regulations, any accrued paid leave will be used concurrently with approved FMLA leave.

## Sick Leave

Employees shall qualify for sick leave absences with full pay during any school year for one or all of the following reasons:

- (1) Personal illness
- (2) Pregnancy\*
- (3) Injury
- (4) Exposure to contagious disease which could be communicated to others.
- (5) Absence due to illness, injury or death in the employee's immediate family (O.R.C. 3319.141).



"Immediate family" shall be interpreted to include father, mother, step-parents, brother, sister, husband, wife, child (includes step-children and foster children), domestic partner, mother-in-law, father-in-law, daughter-in-law, son-in-law, sister-in-law, brother-in-law, grandparent, uncle, aunt, grandchildren and children within the household.

Such absences shall be approved by the Superintendent or his/her designated representative.

(see [HR Kiosk --Sick/Personal/Professional](#) )

Upon return from sick leave, such employee of the Board of Education shall submit a signed Physician's note indicating the scope of activities permitted and/or completion of a return to work form and shall give the name and address of an attending physician if medical attention was required.

A regular certified /licensed employee who is absent because of illness and whose position has not been terminated, as provided by law, is still in service of this district, and accumulates sick leave credit while absent on approved sick leave.

\*Pregnancy does not refer to the state of being pregnant but refers only to pregnancy - related disability including pre- and post-delivery periods of inability to adequately perform one's job. Sick leave will be paid only during the time period in which a physician certified the employee to be physically disabled, and only to the extent of the number of days accumulated. It is not the intent of the law to sanction the use of sick leave for child care (as opposed to the child's illness).

Fraudulent use of sick leave and/or falsification of the grounds for the use of sick leave shall be grounds for disciplinary action up to and including termination.

### **Accumulation of Sick Days**

For each completed month of service, each certified/licensed employee of the Board of Education shall be entitled to accrue sick leave at a rate one and one-fourth work days with pay per month which totals 15 days per year.

The unused portion of sick leave may be accumulated up to 300 days.

Certified/licensed employees without accumulated sick leave shall be advanced five days and may be advanced an additional ten days of the maximum accumulation possible for the remainder of the current contract year.

An employee who transfers from one public agency to another shall be credited with the unused balance of his/her sick leave to a maximum of 300 days. It is the responsibility of the employee to secure a written statement from former employers as to the accumulated sick leave credit to be transferred.

### **Sick Day Redemption**

Employees are eligible for the sick day redemption program when they have accumulated over 300 days. The sick days not used between August 1st and July 31st (12 months) will be redeemed at a rate of \$50.00 per day for the number of days over the 300 as of July 31st of each year. Reimbursement will be the number of sick days not used between 300 and 318 days. (Exception: The employee's remaining personal days, a maximum of three days will be converted to sick leave days on July 31st of each year. Thus, the maximum of sick days that can be accumulated is 318 days. The maximum number of sick leave days that can be redeemed is 18 days.) Payment for the previous year's unused sick leave days will be made during the month of September. All days redeemed shall not count for any other purpose in the future.

### **Visitor Regulations**

All visitors must report to the receptionist upon arrival at Auburn and secure a visitor's pass.

Teachers should encourage students to continue their regular classroom and laboratory activities as visitors walk through the building. Pride in appearance of the building and grounds should be a common concern of both students and teachers. Students from associate schools who wish to visit the school for a day or a particular class will make their visiting arrangements for a personal visit through the **Career/Enrollment Specialists in the Career Development Department only**. No student visitors are allowed in unless prior arrangements have been made.



## Beginning of the year:

### Copy Machine Code

The copy machine code is \_\_\_\_\_ (Given at the beginning of year or start date).

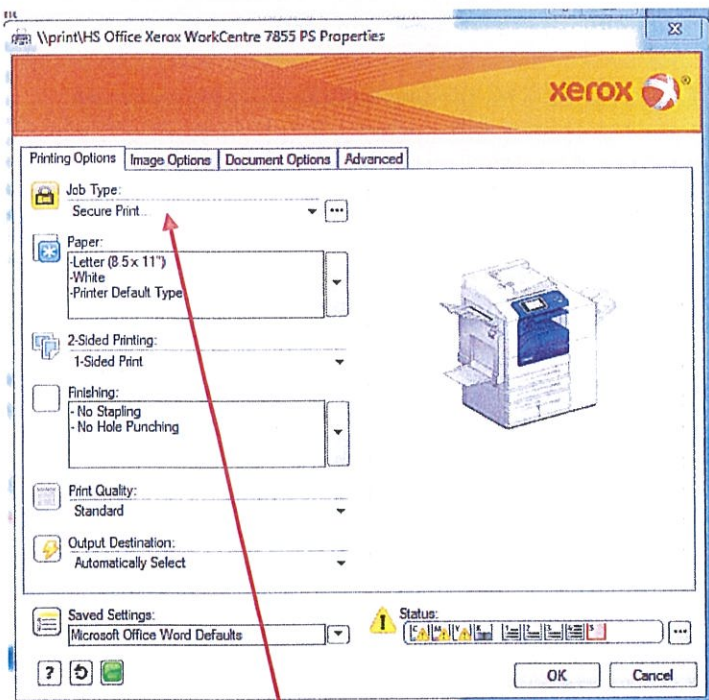
To use the copier machine to copy touch the copy square on the touch screen. Enter code, select number of copies and if you are copying one sided to one sided, one sided to two sided, or two sided to two sided. Select staples, hole punched, etc., press start.

The copy machines are also the printer for your computer. Depending on where your location is in the building will determine which machine is used. The copiers will be in your print menu under \\print\thelocationXeroxWorkCenter5875PS (black & White) or as \\print\HOfficeXeroxWorkCenter7855PS (color copier). To maintain privacy and retrieval of documents, teachers will want to have a copy code for the copier plus a secure code to retrieve their personal documents.

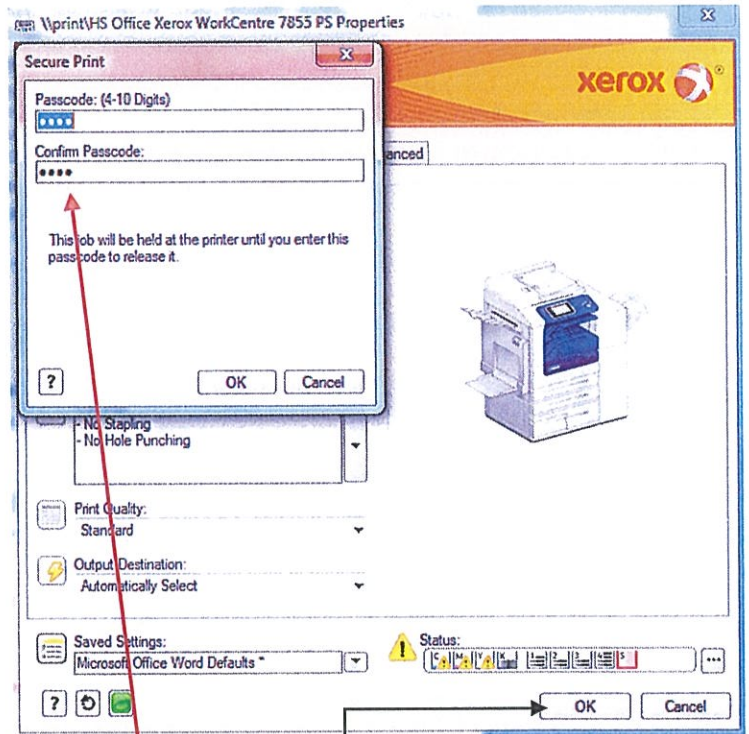
IT, John Dicks (ext. 8024) or Tim Marek (ext. 8019), will be happy to help set up the printer for you.

### To send a document to the printer securely and retrieve secure printing:

- 1.) Go to print in file
- 2.) Select appropriate copy machine
- 3.) Click on Properties
- 4.) Click on Job Type
- 5.) Highlight Secure Print
- 6.) Enter a 4-10 digit pass code (remember it!)
- 7.) Click ok
- 8.) Click ok
- 9.) Go to the appropriate machine
- 10.) Push on the Job Status button – (Left side of the copier display panel)
- 11.) Select Name on the screen
- 12.) Enter secure code and hit ok
- 13.) All jobs will be listed, Release all will print all jobs, or select which jobs to print, & click ok



Click on Job Type and Highlight Secure Print



Enter a 4-10 digit pass code (remember it!)

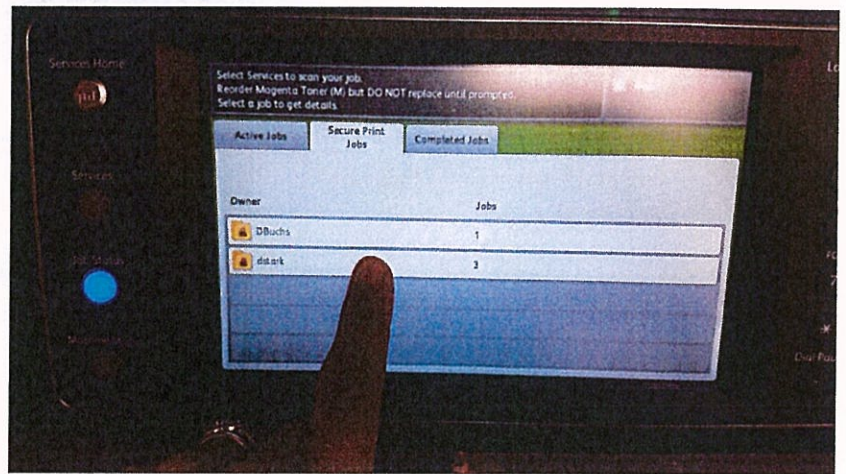
Click ok, Click ok



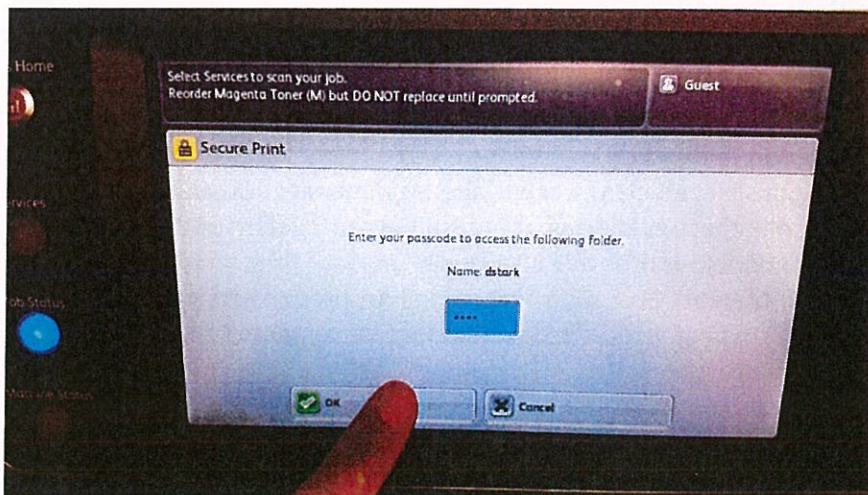


Go to the appropriate machine

Push on the Job Status button – (Left side of the copier display panel)

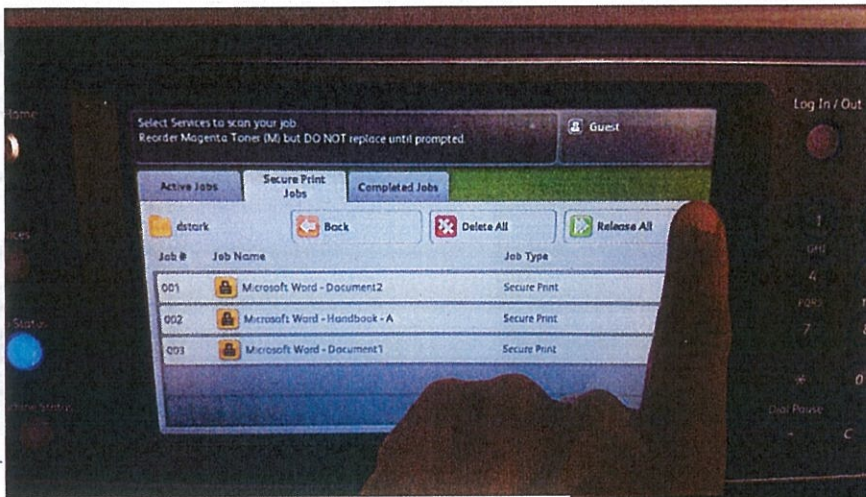


Select Name on the screen



Enter the secure code and hit ok

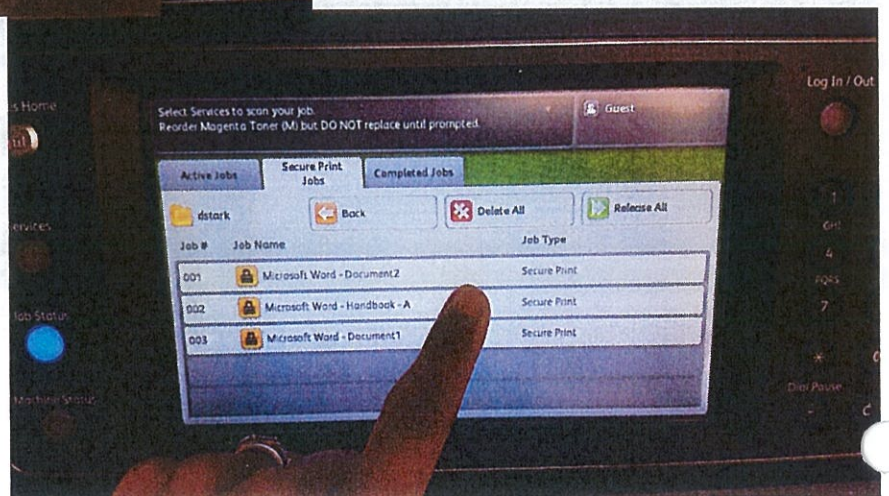




All jobs will be listed,

Release all will print all jobs,

or select which jobs to print,  
& click ok



### Employee Emergency Medical Form

Copies are available in the High School Office; once complete please hand in to HR Director, Lori Smith, in the Board office.

### Staff Member Education Technology Acceptable Use and Safety

Staff members are authorized to use the Board's computers, laptops, tablets, personal communication devices (as defined by Policy 5136), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech") for educational purposes. Use of the Education Technology is a privilege, not a right. When using the Ed-Tech, staff members must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use of the Ed-Tech, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the Staff Member Handbook, and/or civil or criminal liability. Prior to accessing the Education Technology staff members must sign the Staff Member Education Technology Acceptable Use and Safety Agreement. Staff members must complete a mandatory training session/program before being permitted to access the Education Technology and/or being assigned a school email address.

Smooth operation of the Board's Education Technology relies upon users adhering to the following guidelines. The outlined below are not exhaustive but are provided so that users are aware of their general responsibilities.

- A. Staff members are responsible for their behavior and communication using the Ed-Tech on. All use of the Education Technology must be consistent with the educational mission and goals of the District.

- B. Staff members may only access and use the Education Technology by using their assigned account and may only send school-related electronic communications using their District-assigned email addresses. Use of another person's account/email address/password is prohibited. Staff members may not allow other users to utilize their account/email address/password. Staff members may not go beyond their authorized access. Staff members are responsible for taking steps to prevent unauthorized access to their accounts by logging off or "locking" their computers/laptops, tablets/personal communication devices when leaving them unattended
- C. Staff members may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the District's Network. Staff members may not intentionally disable any security features of the Ed-Tech.
- D. Staff members may not use the Education Technology to engage in "hacking" or other illegal activities (e.g., software pirating; intellectual property violations; engaging in slander, libel, or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography; including sexting; fraud; sale of illegal substances and goods).
1. Slander and libel are terms defined specifically in law. Generally, slander is "oral communication of false statements injurious to a person's reputation," and libel is "a false publication in writing, printing, or typewriting or in signs or pictures that maliciously damages a person's reputation or the act or an instance of presenting such a statement to the public." (The American Heritage Dictionary of the English Language. Third Edition is licensed from Houghton Mifflin Company. Copyright © 1992 by Houghton Mifflin Company. All rights reserved.) Staff members shall not knowingly or recklessly post false or defamatory information about a person or organization. Staff members are reminded that material distributed over the Internet is "public" to a degree no other school publication or utterance is. As such, any remark may be seen by literally millions of people and harmful and false statements will be viewed in that light.
  2. Staff members shall not use the Education Technology to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation or transgender identity, age, disability, religion, or political beliefs. Sending, sharing, viewing or possessing pictures, text messages, emails or other materials of a sexual nature (i.e. sexting) in electronic or any other form, including the contents of a personal communication device or other electronic equipment is grounds for discipline. Such actions will be reported to local law enforcement and child services as required by law.
- E. Transmission of any material in violation of any State or Federal law or regulation or Board policy is prohibited.
- F. Any use of the Ed-Tech for commercial purposes (e.g., purchasing or offering for sale personal products or services by staff members), advertising, or political lobbying is prohibited. This provision shall not limit the use of the Ed-Tech by staff members for the purpose of communicating with elected representatives or expressing views on political issues.
- G. Staff members are expected to abide by the following generally accepted rules of online etiquette:



1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Education Technology. Refrain from using obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive, or disrespectful language in communication through the Ed-Tech (including, but not limited to, public messages, private messages, and material posted on web pages).
  2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
  3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a staff member is told by a person to stop sending him/her messages, the staff member must stop.
  4. Do not post information that, if acted upon, could cause damage or a danger of disruption.
  5. Never reveal names, addresses, phone numbers, or passwords of students while communicating on the internet unless there is prior written parental approval.
  6. Check e-mail, frequently and delete e-mail promptly to avoid excessive use of the electronic mail disk space. Nothing herein, alters the staff member's responsibility to preserve e-mail and other electronically stored information that constitutes a public record, student education record and/or a record subject to a Litigation Hold.
- H. Use of the Education Technology to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. If a staff member inadvertently accesses material that is prohibited by this paragraph, s/he should immediately disclose the inadvertent access to the teacher or administration. This will protect the user against an allegation that s/he intentionally violated this provision.
- I. Malicious use of the Education Technology to develop programs that harass other users or infiltrate a computer/laptop/tablet or computer system and/or damage the software components of a computer or computing system is prohibited. Staff members may not engage in vandalism or use the Ed-Tech in such a way that would disrupt its use by others. Vandalism is defined as any malicious or intentional attempt to harm, steal or destroy data of another user, school networks, or technology hardware. This includes, but is not limited to, uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass Network security and/or the Board's technology protection measures. Staff members also must avoid intentionally wasting limited resources. Staff members must immediately notify the building Director or administration if they identify a possible security problem. Staff members should not go looking for security problems because this may be construed as an unlawful attempt to gain access.
- J. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions/acknowledgement of authorship must be respected. Rules against plagiarism will be enforced.
- K. Downloading of information onto school-owned equipment or contracted online educational services is prohibited without prior approval from the administration. If a staff member transfers files from information services and electronic bulletin board services, the staff member must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a staff member transfers a file or software program that infects the-District's Ed-Tech-with a virus and causes damage, the staff member will be liable for any and all repair costs to make the Education Technology once again fully operational.

- L. Privacy in communication over the Internet and through the District's Education Technology is not guaranteed. In order to verify compliance with these guidelines, the Board reserves the right to access, monitor, review, and inspect any directories, files and/or messages residing on or sent using the its Ed-Tech. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The following notice will be included as part of the computer log-on screen:

"The Board's Education Technology (including computers, laptops, tablets, personal communication devices, network, and Internet connection and online educational services) is to be used for educational and professional purposes. Users are reminded that all use of Education Technology, including Internet use, is monitored by the District and individual users have no expectation of privacy."

- M. Use of the Internet and any information procured from the Internet is at the staff member's own risk. The Board makes no warranties of any kind; either express or implied, that the functions or the services provided by or through the Ed-Tech will be error-free or without defect. The Board is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people. The Board is not responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in class must be cited the same as references to printed materials. The Board will not be responsible for financial obligations arising through the unauthorized use of the Ed-Tech. Staff members will indemnify and hold the Board harmless from any losses sustained as the result of misuse of the Ed-Tech by the staff member.

- N. Disclosure, use and/or dissemination of personally identifiable information of minors via the internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Education Technology and Internet Acceptable Use and Safety Agreement Form."

- O. Proprietary rights in the design of websites hosted on the Board-owned or leased servers remains at all times with the Board without prior written authorization.

- P. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

- Q. File-sharing is strictly prohibited. Staff members are prohibited from downloading and/or installing file-sharing software or programs on the Ed-Tech.

- R. Staff members may not establish or access web-based email accounts on commercial services through the Ed-Tech (e.g., Gmail, Hotmail, Yahoo mail, etc.).

- S. Since there is no central authority on the Internet, each site is responsible for its own users. Complaints received from other sites regarding any of the District's users will be fully investigated and disciplinary action will be taken as appropriate.

- T. Preservation of Resources and Priorities of Use: Computer resources are limited. Because space on disk drives and bandwidth across the line which connect the District's Ed-Tech (both internally and externally) are limited, neither programs nor information may be stored on the system without the permission of the Administrator.

Each staff member is permitted reasonable space to store e-mail, web, and personal files. The Board reserves the right to require the purging of files in order to regain disk space.

Copies are available in the High School Office; once complete please hand in to HR Director, Lori Smith, in the Board office.

### **Student Emergency Medical Form**

These forms are handed out at sophomore orientation night as part of their welcome packet. Most are turned in that evening. If students are not here that night, then the packet is mailed home. Students are expected to turn in the form either at pick up days prior to school starting or the first day of school.

Extra forms can be found on the Auburn Webpage, High School, and Forms; or in the High School Office.

### **Student Technology Agreement**

These forms are handed out at sophomore orientation night as part of their welcome packet. Most are turned in that evening. If students are not here that night, then the packet is mailed home. Students are expected to turn in the form either at pick up days prior to school starting or the first day of school.

Extra forms can be found on the Auburn Webpage, High School, Forms; or in the High School Office. Administrative guidelines for student technology agreement can be found in the student handbook.

### **Request to Dispense Medication Form**

Copies are found on the Auburn Webpage, High School, and Forms; or in the High School Office.

### **Student Photography & Video Release Form**

Copies are found on the Auburn Webpage, High School, and Forms; or in the High School Office.

### **Free & Reduced Menu Form**

Copies are found on the Auburn Webpage, High School, and Forms; or in the High School Office.

### **Forms Providing Student Information to Program Instructors**

Class survey, Tool Inventory, IEP & 504's. Any forms with students' names attached should be kept in a LOCKED cabinet at all times! (see [FERPA rules](#))

### **School Crisis Plan**

Principal, Jeff Slavkovsky, is the Safety Director for Auburn Vocational School District. Coordination of all safety procedures are under his responsibility and these plans are detailed in the Crisis Plan updated annually.

Each teacher will receive a separate binder with the school crisis plan in it. Please read through this binder thoroughly, sign acknowledgement form and return to the High School Office. Keep your crisis plan in a safe place for quick reference.

### **Blackboard Course Trainings**

Please be sure to login to Blackboard and complete the training modules and their assessments.

- ✓ Bloodborne Pathogens – Every year
- ✓ Choking – Every year
- ✓ Child Abuse - Every Five years



## Syllabi

Syllabi are completed and sent to the Assistant Principal, Dee Stark, for review by May 1<sup>st</sup> each year. Copies are handed out at sophomore orientation. Additional copies are handed out at the beginning of each year. Existing electronic copies can be found on the Citrix Server by going to S:\Staff\ACC Staff Shared Files\16-17 Syllabus

## Tools

A statement about tools should be found in your syllabus. Students will inventory tools at the beginning of the year and sign a contract stating that at the end of the year inventory any missing items will be billed to the student's account.

## Textbook distribution list

Request copies in the High School Office or copy the attached form

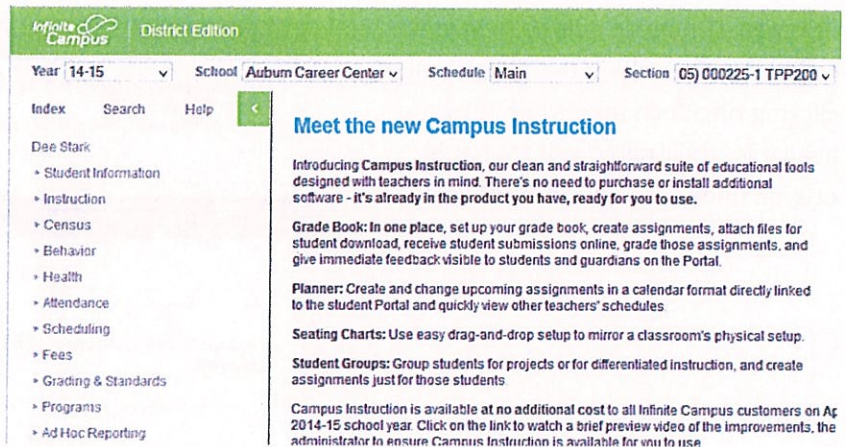
## Locker distribution list

Lockers lists are given to teachers at the beginning of the year. Program teachers assign students their lockers and return a copy of locker assignments to the High School Office. If any locker is found to be broken during the assignment of lockers to students, the number of the locker should be recorded as broken and this information should be highlighted and sent to Joe Atwell, Head of Maintenance, for repair.

## Taking Attendance

Attendance is taken in Infinite Campus (Link found on ACC website), make sure the Schedule (Highlighted; has either Main or Perry selected – otherwise you will receive an error message.)

On the left hand side menu, make sure you have selected Attendance! Then pick the section of your class to take attendance, IE: juniors or seniors. Be sure to click SUBMIT to send the attendance office. If you have any questions or concerns, see an Administrative Assistant in the High School Office.



**Meet the new Campus Instruction**

Introducing **Campus Instruction**, our clean and straightforward suite of educational tools designed with teachers in mind. There's no need to purchase or install additional software - it's already in the product you have, ready for you to use.

**Grade Book:** In one place, set up your grade book, create assignments, attach files for student download, receive student submissions online, grade those assignments, and give immediate feedback visible to students and guardians on the Portal.

**Planner:** Create and change upcoming assignments in a calendar format directly linked to the student Portal and quickly view other teachers' schedules

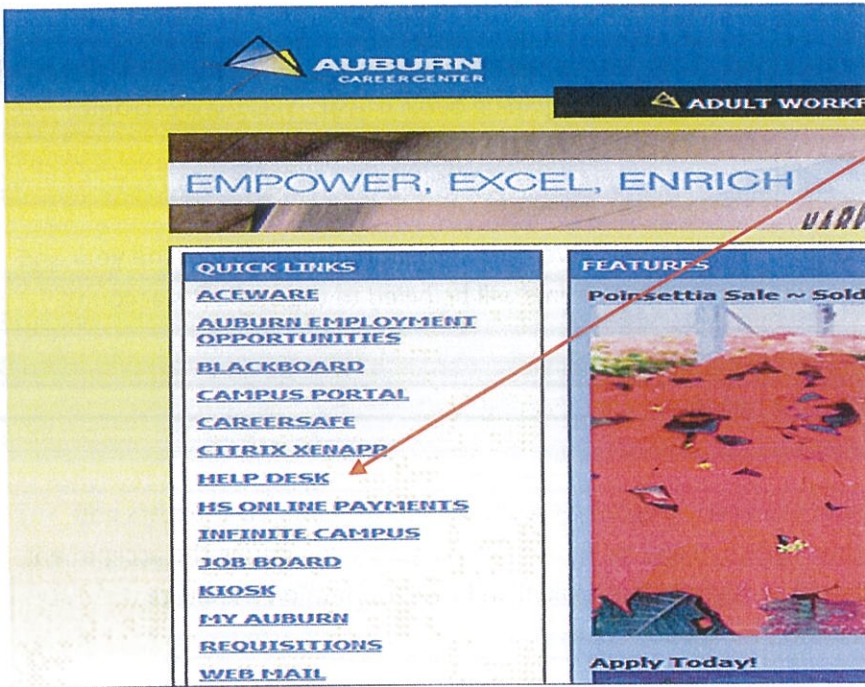
**Seating Charts:** Use easy drag-and-drop setup to mirror a classroom's physical setup.

**Student Groups:** Group students for projects or for differentiated instruction, and create assignments just for those students

Campus Instruction is available at no additional cost to all Infinite Campus customers on Aug 2014-15 school year. Click on the link to watch a brief preview video of the improvements, the administrator to ensure Campus Instruction is available for you to use

Auburn Career Center's Website can be found at [www.auburncc.org](http://www.auburncc.org)

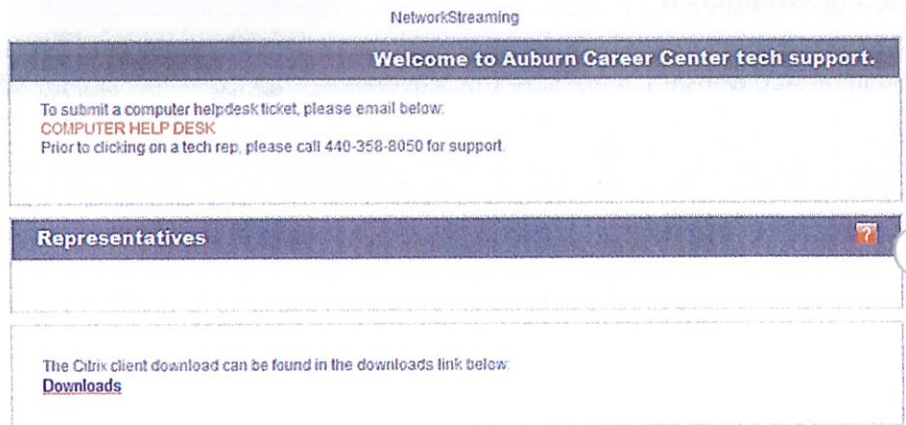




## Technology Help!

On the Auburn's Home Page ([www.auburncc.org](http://www.auburncc.org)) on the left hand-side menu, technology help can be accessed by clicking on HELP DESK. The page below will appear and you will click on Computer Help Desk, in orange, and that will pop up an email to them. Please be sure to fill in a subject like: I NEED HELP! Then give a description below. Or you can email them through your outlook by sending an email to "Computer Helpdesk".

At times, IT may be able to help you remotely. Call 440-358-8050 prior to clicking on a tech rep. When they are available, their name will appear in orange under the Representative box.



Powered By  
**BOMGAR** Remote PC Access Software for Help Desk Support

## Maintenance Help!

In a **maintenance safety emergency**, please call receptionist and have Maintenance paged for help. In a non-emergency situation, call 8162 or 8163 or email maintenance at "Maintenance" and let them know specifically what you need.

Examples

**Maintenance safety emergency** – spillage of bodily fluids needing clean-up, broken glass, etc.

Non-emergency situation – Light burnt out in projector, student can't get their locker open, etc.

Big ticket items (smartboards, projectors, etc.) please contact the Principal first and he/she will notify maintenance.

## Student Organizations

### SkillsUSA--Overview:

SkillsUSA is a partnership of students, teachers and industry representatives working together to ensure America has a skilled workforce. SkillsUSA helps each student to excel. SkillsUSA is a national organization serving teachers, high school, and college students who are preparing for careers in technical, skilled and service occupations, including health occupations, and for further education. SkillsUSA was formerly known as VICA (the Vocational Industrial Clubs of America).

### Membership:

More than 300,000 students and advisors join SkillsUSA annually, organized into more than 17,000 sections and 52 state and territorial associations. Combining alumni and lifetime membership, the total number reached this year is more than 335,000. SkillsUSA has served more than 11.2 million members since its founding in 1965.

### Mission:

SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of America's skilled workforce through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA enhances the lives and careers of students, instructors and industry representatives as they strive to be champions at work.

## FCCLA

### About Us

Family, Career and Community Leaders of America is a nonprofit national Career and Technical Student Organization for young men and women in Family and Consumer Sciences Education in public and private schools through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its central focus. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

Today 200,000 members in more than 5,500 chapters are active in a network of associations in 50 states, including the Virgin Islands and Puerto Rico. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision making, and interpersonal communication -- necessary in the home and workplace.

### Mission

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.



## FFA--Who We Are

"Future Farmers of America" was founded by a group of young farmers back in 1928. Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting-- it's a science, it's a business, and it's an art.

FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of career pathways.

So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.

### *Mission*

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

### *Motto*

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

**Learning to Do, Doing to Learn, Earning to Live, Living to Serve.**

## DECA

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.

With nearly a 70-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946. Their strong connection with our organization has resonated into a brand that people identify as a remarkable experience in the preparation of emerging leaders and entrepreneurs. DECA's programs and activities have constantly evolved as we use the latest technology and apply cutting edge educational research. Our core focus has remained consistent and is captured in our mission.

## National Technical Honor Society

NTHS is a nationally recognized student organization. The mission statement is to honor student achievement and leadership, promote educational excellence and enhance career opportunities for the NTHS members. Entry into NTHS is stringent; students must demonstrate high scholastic achievement, dedication to service, positive leadership, and high character values to be considered for membership.

Requirements:

Grades will be reviewed after the first semester (January). All qualified students will be invited to a meeting that will provide more information about becoming a member. Both juniors and seniors are eligible. Students must complete and turn in an Auburn NTHS application.

Scholarship: Minimum cumulative grade point average of 3.25 in all classes and 3.6 GPA in all Auburn classes.

Leadership: Students must demonstrate leadership in the classroom, in school, at work, or in the community.

Character: Students must demonstrate good character.

\*\*The induction of new NTHS members takes place in February. Program teachers are invited and encouraged to attend the Induction Ceremony to support their students.

## Bully Prevention

The Bully Prevention Team is an organization consisting of students from any career tech class who are interested in helping make Auburn a bullying, intimidation and harassment free environment. Membership is voluntary and open year round. Students must apply and complete an application. Meetings take place during school hours. A student's academics come first; members whose grades slip below 60% will be asked not to attend Bully Prevention meetings/events.

## Drug Free Clubs of America



Drug Free Clubs of America was founded by three firefighters in the Greater Cincinnati area, with the promising idea that if teen drug use never begins, it never has to be defeated.

So how do we prevent teens from experimenting or giving into peer pressure? By giving students a logical exit from a tough situation. The offer from a friend or neighbor to try a drug can be a powerful, intimidating situation. DFCA's approach to preventing student drug abuse gives members the ability to say "I Can't, I might get tested". In addition, Drug Free Clubs creates perfect opportunities for parents to talk to their child about drug abuse, and then reinforces each member's good choices through discounts, free items, special event days, and recognition in the community and at school for choosing to be drug free.

Drug Free Clubs of America combines:

1. A reasonable excuse to escape peer pressure.
2. Prompted moments and guidance for parents to communicate with their child.
3. Continuous tangible rewards encourage members to make ongoing healthy decisions.

**This creates a potent drug avoidance recipe to benefit EVERY TEEN.**

## SADD

Originally, the mission of the SADD chapter was to help young people say "No" to drinking and driving. Today, the mission has expanded. Students have told us that positive peer pressure, role modeling and environmental strategies can prevent other destructive decisions and set a healthier, safer course for their lives. That is why SADD has become a



peer-to-peer education, prevention, and activism organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide.

### **Mission**

To provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, risky and impaired driving, and other destructive decisions.

SADD is an inclusive, not exclusive, organization. SADD recognizes that the pressures on young people to drink, use illicit drugs and engage in other unhealthy behaviors are strong. SADD seeks not to punish or alienate those students who make unfortunate choices but rather aims to inform, educate, support and empower young people to make positive decisions in their lives.

### **STARS--STARS (Student Tour & Representative Specialists)**

Auburn will have 12 juniors and 12 senior STARS to help as tour guides and hosts during events. The students interested in this role will need to complete an application, turn in reference forms and be interviewed by the Auburn counselor before being selected.

STARS Duties:

- ★ Follow directions, maps, lead people and be a polite host.
- ★ Act as a tour guide for 8<sup>th</sup> grade groups, any student visitor or adult groups.
- ★ Attend all meetings, wear your Auburn uniform and ID badge.
- ★ Work on an as-needed basis at various events throughout the school year.
- ★ Represent Auburn with a positive attitude and be a professional role model.

STARS Expectations:

- ★ Have a positive attitude and be willing to walk and talk!
- ★ Have good communication skills and be willing to speak to people about Auburn.
- ★ Be energetic, enthusiastic, and be a professional role model.
- ★ Be dressed in clean Auburn uniform and wear name badge every day at all events.
- ★ Maintain good grades, attendance and behavior records at Auburn and your associate school.

### **Student Ambassadors**

Each program at Auburn Career Center will be represented by two Junior and two Senior Student Ambassadors. The students will need to complete an application, turn in references forms and then be selected for this role. The hours will count toward community service.

Student Ambassador Duties:

- ★ Represent your program at open house, sophomore visitation, sophomore open house, new student orientation evening, 8<sup>th</sup> grade tours and other events.
- ★ Attend all meetings and carry out your duties throughout the entire school year.
- ★ Set up and speak at tabletop displays that represent your career training program.
- ★ Make sure your program display board is updated, neat, accurate, and attractive.

Student Ambassador Expectations:

- ★ Be energetic, enthusiastic, positive and a professional role model.
- ★ Be a good communicator and willing to speak to people about your career field.



- ★ Be dressed in a clean Auburn uniform and wear name badge every day and at all events.
- ★ Maintain good grades, attendance and behavior records at Auburn and your associate school.

## Trailblazer Group

The guidance counselors at Auburn will facilitate groups for non-traditional students. These groups will meet once a month in the guidance office conference room in an effort to provide support for non-traditional students (females in a male dominated program/career field and/or males in a female dominated program/career field).

### Receipt Books

If your Student Activity is participating in a fundraiser, you will need to see the Assistant Treasurer for a receipt book.

All money should be turned in daily to the High School Office safe. No money should be left in the classroom overnight.

### Purpose Statement

Purpose statements are completed at the beginning of each year (by October 15) for each program class and student activity group. The purpose statement provides the Board of Education an idea of fundraisers and activities the career program/student activity group plans to participate in for the current school year.

*Class funds appropriations (Fundraisers and possible expenditures); Assistant Treasurer*

#### Purpose Statement/Activity Fund Budget

Club or Class Name: Allied Health Technology  
 Activity Account Number: 200-901A  
 Date Submitted: 10/09/12

Purpose/Philosophy of class or club involved in developing an awareness of vocational needs and interests. The principal and funds are raised selectively by or such as:  
 Fundraising promotes a sense of team which is a core topic in the health curriculum. Through fundraising AHT students are able to provide funds needed for community service projects. Relationship building within the classroom is cemented through spending time together during the junior breakfast, senior lunch and field trip experiences.

		Last Year's Balance:	<u>1018.08</u>	A
<b>Planned Fundraisers:</b>				
	(Activity)		(Anticipated Earnings)	
1	Fundraiser TBD	\$	<u>600</u>	
2	AHT Clothing	\$	<u>1,400</u>	
3	Field Trip Tickets & lunch	\$	<u>760</u>	
4		\$		
5		\$		
		<b>REVENUE ANTICIPATED:</b>	<u>\$ 2,760</u>	B
		<b>TOTAL BALANCE AND REVENUE:</b>	<u>\$ 3,778.08</u>	A+B=C

<b>Activity Estimated Expenditures:</b>				
	(Activity)		(Cost)	
1	AHT Clothing	\$	<u>1,400</u>	
2	Science Center	\$	<u>760</u>	
3	Junior Breakfast (Fall)	\$	<u>60</u>	
4	Senior Lunch (Spring)	\$	<u>300</u>	
5	Community Service Costs	\$	<u>400</u>	
		<b>EXPENDITURES ESTIMATED:</b>	<u>\$ 2920</u>	D
		<b>TOTAL BALANCE AT END OF YEAR</b>	<u>\$ 858.08</u>	C-D

Superintendent  
 Signature

### FERPA Advice for Teachers

Protecting the privacy of students and safeguarding the confidentiality of their records is a responsibility that must be addressed by every public school. FERPA, or the Family Education Rights and Privacy Act, was enacted into Federal law in 1974 and serves to help keep these records safe from public view.



## Protecting Private Educational Records

The FERPA protects the private educational records of students from unauthorized parties. Any information that personally identifies the individual must be kept confidential and under this provision, third parties have very limited access to the records.

## Access for Students and Parents to their Educational Records

The FERPA allows students and parents access to educational records. Educational records include files, documents and other material maintained by the educational institution that is directly related to the student. A student's grades or written comments about their performance in class are examples of educational records that must be released to the child and his or her parents.

## Individual Records for a Teacher's Use Only

Under the Family Education Rights and Privacy Act, a teacher does not have to reveal his/her "sole possession records," which are records kept in the sole possession of the teacher, who is the maker of the records, and which are used as a personal memory aid and not revealed to any other person except a temporary substitute for the teacher. Those records are considered personal and are not made available to the school or any other third party. Such records may be shared with a substitute teacher, if, for instance, they affect the way the substitute must deal with the student.

## Penalties for Not Complying with FERPA

If a teacher, who is a representative of the school, does not protect the privacy of a student's educational records as outlined in the law, the teacher and the school may both face serious consequences. While revealing a child's grades to the rest of the class might not seem like a serious offense, it is a prohibited behavior under FERPA.

A school that is charged and convicted of privacy violations can lose its federal funding. In reality, courts have ruled that an accidental disclosure of some information that should have been kept private is not sufficient to withhold federal funding. If the school maintains a policy of disclosing sensitive personal information then it is likely to be warned and, if the situation is not remedied, lose its funding.

## Exceptions for Third Party Disclosure

There are certain instances where a school is allowed to share private student information with other parties.

- Other educators or officials within the same school who have legitimate educational interests in the student.
- When disclosure of information is necessary to protect the safety and health of the student.
- Another school to which a student is transferring.
- In order to comply with a judicial order.
- Interested parties who are determining a student's financial aid eligibility.

## What Kind of Information Can Be Released Without a Parent/Student's Consent?

Teachers should be aware of the types of information that do not require consent before being released. Known as directory information, it includes such things as a student's name, address, e-mail address, place of birth, class level and any degrees that have been earned.

## Information That Cannot be Released

Non-directory information must remain private until the parent's consent (or the student's consent, if the student is 18 or older) is obtained. Teachers cannot post test scores from the class on a bulletin board or ask another student to distribute graded papers to the class. Graded work cannot be stacked in a box for students to go through and take their papers. A teacher cannot post a list of class grades on the internet. While a student's work



can be evaluated by the class for learning purposes, once it is graded by the teacher, it is off limits for public view. If a teacher wants to write a letter of recommendation using non-directory information, the teacher must first get the permission from the student.

## A Few Tips to Avoid Trouble

It only takes a little common sense to comply with the FERPA rules. If a teacher is in his or her office, reviewing a student's file online, and another student walks in, the screen should not be in the student's range of vision. One should never leave a computer unattended when student records can be viewed with the click of a mouse. Finally, any printed documents that contain a student's personal information should be shredded once they are no longer needed.

<http://education.cu-portland.edu/blog/reference-material/ferpa-advice-for-teachers/>

## TEACHER LICENSES/ OTES

### Individual Professional Development Plan

Members of the Auburn Vocational School District's IPDP Committee include: Rodney Kozar, Robin Nunes, Ginny Gontero, Wayne Reed and Jeff Slavkovsky. After a teacher has received their first Professional license, the teacher will need to complete an IPDP. To do so, first, Log into the Kiosk from the Auburn Home page ([www.auburncc.org](http://www.auburncc.org)). Next, Click on the tab at the top that says IPDP Profile. Each teacher will need to complete an Initial Plan. This plan should be updated as course credits or CEU's are earned so that they can be reviewed and approved by the IPDP Committee in preparation for license renewal.

### Initial Plan

More information can be found on the MyAuburn Page. (Hold down the control button and Click on the links below for quick access.)

[LPDC - IPDP Instructions](#)  
[LPDC - Request for Program Approval](#)  
[LPDC Guidelines and Standards](#)

Plan Mission: Renewal of 5 Year License  
Focus: My focus is aligned to Acc's strategic plans for curriculum. We are offering courses on line and I am working to improve my online instruction and earn a license in Curriculum and Instruction along with an administrative degree  
Plan Status: Archived  
Creation Date: 10/18/2010  
Revision Date:  
Submission Date: 10/18/2010  
Approval Date: 11/18/2010  
Archived Date: 03/20/2014  
Effective Date:

[PRINT Development Plan](#)

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**Plan Focus**

Focus - Part 1: Describe the area(s) of focus and state specifically what you plan to do to engage in professional learning in your current assignment.  
My professional development activities will focus mainly on the following areas:

---

Teachers understand student learning and development, and respect the diversity of the students they teach.

- Displaying knowledge of how students learn and of the developmental characteristics of age groups.
- Understanding what students know and are able to do, and use this knowledge to meet the needs of all students.
- Expecting that all students will achieve to their full potential.
- Modeling respect for students' diverse cultures, language skills and experiences
- Recognizing characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Teachers know and understand the content area for which they have instructional responsibility.

- Knowing the content I teach and use my knowledge of content-area concepts, assumptions and skills to plan instruction.
- Understanding and using content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Understanding school and district curriculum priorities and the Ohio academic content standards.
- Understanding the relationship of knowledge within the discipline to other content areas.
- Connecting content to relevant life experiences and career opportunities.



## Plan Goals

Goal 1 - Also indicate how you will evidence the attainment of this goal:

a.) Continue improving my educational technology knowledge.

Goal 2 - Also indicate how you will evidence the attainment of this goal:

b.) Continue improving my online instructional techniques.

Goal 3 - Also indicate how you will evidence the attainment of this goal:

c.) Work towards earning a License in Curriculum and Instruction/Administrative Degree

## Request for Professional Development

To submit a request for Professional Development, the employee will need to log into the Kiosk from the Auburn Career Center home page. Once the screen appears, the employee will need to complete all fields on the form and press "submit". The form will then go to the employee's immediate supervisor and will then be forwarded to the Principal and then, if approved, will be routed to the Superintendent. When the initial professional development plan has been approved you can then request for professional development activities to be approved. This form can be found on the home page of the website. The employee should go to the IPDP Profile tab at the top of the page, click on Create Activity on the left hand side and then fill out the form below and click on Create Activity Request.

The screenshot shows a web-based form titled "Create Development Activity" within the IPDP system. The form is divided into several sections:

- Navigation:** Includes links for "IPDP Profile", "Development Activities", and "Employee Kiosk".
- Left Sidebar:** Contains navigation options: "Individual Navigation", "IPDP Profile", "View Plan", "Create Activity", "Activity List", "View Approved Manual", and "IPDP Guidelines".
- Main Form Fields:**
  - Activity Name:** A text input field.
  - Activity Begin Date:** A date picker with a help icon.
  - Activity End Date:** A date picker with a help icon.
  - Select Plan/Certification:** Two checked dropdown menus showing "2012 - 2016 Plan - CH111212 - 5 Year - Professional - License - High School (7-12) - 05/11/2012 - 05/05/2016 - Plan Effective/Approved 04/05/2014" and "2012 - 2016 Plan - CH111212 - 5 Year - Professional - License - Principle - 07/14/2013 - 05/05/2016 - Plan Effective/Approved 04/05/2014".
  - Verification Method:** A dropdown menu set to "Certificate of Attendance".
  - Provider:** A text input field.
  - Approving Supervisor:** A dropdown menu set to "None".
- Credit Hours:** Input fields for "Semester Hours", "Quarter Hours", "CEU Credit", and "Contact Hours".
- NOTE:** "Contact Hours CANNOT include any part of your lunch hour or any breaks that you may have taken."
- Description:** A large text area with a "0/1000" character count.
- Activity Notes:** A text area with a "0/1000" character count.
- Comment:** A text area with a "0/1000" character count.
- Buttons:** "Cancel" and "Create Activity Request" buttons at the bottom right.



### SLO's – What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each SLO includes:

- The baseline and trend data;
- The student population or sample included in the objective;
- The period of time covered by the SLO;
- The standards the SLO will align with;
- The assessments that will be used to measure student progress;
- The expected student growth; and
- The rationale for the expected student growth.

### What does a high-quality SLO look like?

High-quality SLOs state clearly which students are included in the learning objective, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality SLOs include the following:

- **The baseline and trend data.** The SLO data should summarize student information, identify student strengths and weaknesses, and review trend data to inform the objective and establish the amount of growth that should take place.
- **The student population or student subgroup included in the objective.** Every student should be covered by at least one SLO to ensure that no group of students is overlooked.
- **The period of time covered by the SLO.** The SLO should note the period of instruction used to meet the goal (i.e., quarter, semester or an entire year); this period of instruction should be the length of the course. Depending on the length of the instruction period, teachers also should include timeframes for mid-year assessments of progress so that they can adjust instruction or, in some cases, modify SLOs as needed.
- **The standards the SLO addresses.** SLOs should link to specific national or state standards for the grade or content area.
- **The assessment(s) used.** The SLO should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the objective was met (summative).
- **The expected student growth within that period.** The target for student growth should be realistic yet challenging. It also should include how growth will be measured.
- **The rationale for the expected student growth.** High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon assessment data, student outcomes, and curriculum standards.

High-quality SLOs specify measurable goals that are ambitious, yet attainable. SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, SLOs should align with the Common Core State Standards (CCSS). If the CCSS do not apply to a teacher's academic area, SLOs should align with the Ohio Academic Content Standards (OACS). If the OACS do not apply to the subject area, teachers should use applicable national standards put forth by educational organizations.

**What are the benefits of using SLOs?** The SLO process reinforces best teaching practices and encourages educators to ensure that their students will be college and career ready. Teachers using best practices already follow an informal SLO process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the SLO process provides teachers with ways to formalize their teaching practice, give input on how student learning will be measured and how they will be evaluated.

Unlike some other measures of teacher effectiveness, all school personnel can set SLOs because the ability to create SLOs does not depend upon the availability of standardized assessment scores. The SLO process allows all educators to focus on the specific objectives they want to achieve with their students and measure student growth using measures that are most relevant for their student population and content areas. SLOs enable all educators to demonstrate their impact on student learning and receive recognition for their efforts.

### **What will the SLO process look like?**

LEAs have some flexibility to shape the process to fit local contexts, but ODE recommends the following steps:

- STEP 1:** Gather and review available data
- STEP 2:** Determine the interval of instruction and identify content
- STEP 3:** Choose assessments and set the growth target(s)
- STEP 4:** Submit your SLO and prepare for review and approval
- STEP 5:** Final scoring of the SLO

Last Modified: 6/4/2013 1:43:44 PM <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/Student-Learning-Objectives-FAQs>



## Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: \_\_\_\_\_ Content Area and Course(s): \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Academic Year: \_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*



**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*



The template may be used to organize data for SLOs.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

The are a couple of scoring templates available. The one to the left is provided from the state. The excel spreadsheet (see below) will calculate scores and determine targets met automatically. This spreadsheet will be available on the MyAuburn site.

<b>Teacher Name:</b>		<b>School:</b>			
<b>Title:</b>		<b>Assessment Name (if available):</b>			
Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/ no)

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	5
80 - 89	Above Average	4
70 - 79	Average	3
60 - 69	Approaching Avg.	2
59 or less	Least Effective	1

Final SLO Percentage

% Exceeding/Meeting Target:      %

% Below Target:                      %

NUMERICAL RATING OF SLO:



## Pre- and Post-Assessments

Pre-Assessments must be administered by September 12th and Post-Assessments must be administered by April 15<sup>th</sup>. Please administer tests through blackboard only one time each. This way you can analyze the data more thoroughly and easily.

To create a pre/post-assessment go to this link for questions created through a panel of CTE teachers:

<https://sites/google.com/site/norheastslos/>

Data should be collected throughout the school year to ensure students are progressing towards growth targets. Midterm exams should measure the standards taught thus far. Questions should be similar in nature BUT not the same wording. Please administer your midterm through blackboard as well.

## Performance Assessment

Each career tech course will develop a performance assessment and rubric for the junior and senior class. These assessments must also be administered by the dates above.

Level of Mastery	Mastery – can perform the task at an accomplished level with complete understanding of the competency. No safety issues.	Can perform task with minor mistakes. Safety is not an issue during the task. Knows the competencies involved.	Has heard of the competency being asked to perform. Does not know how to complete the task and/or has safety concerns.	Has never heard of the competency. Cannot start the task and has safety concerns with the request.
Competency List				
Score	3	2	1	0
Total Score				



Ohio Teacher Evaluation System

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

Self-Directed

Collaborative

Teacher

Evaluator

Annual Focus	Date	Areas for Professional Growth
<p>These are addressed by the evaluator as appropriate for this teacher.</p> <p><i>Goal 1: Student Achievement/Outcomes for Students</i></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>	<p>Record dates when discussed</p>	<p><b>supports needed, resources, professional development</b></p> <p>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</p>

**Goal 2 : Teaching Performance on the Ohio Standards for the Teaching Profession**

**Goal Statement:**

**Evidence Indicators:**

**Evaluator Signature**

**Date**

**Teacher Signature**

**Date**

*The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.*

Improvement Plan

Teacher Name: \_\_\_\_\_

Grade Level/ Subject: \_\_\_\_\_

School year: \_\_\_\_\_

Date of Improvement Plan Conference: \_\_\_\_\_

Building: \_\_\_\_\_

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

**Section 1: Improvement Statement** - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

**Section 2: Desired Level of Performance** – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance
		Specifically Describe Successful Improvement Target(s)

**Improvement Plan (continued)**

**Section 3: Specific Plan of Action**

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

**Section 4: Assistance and Professional Development**

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

## Ohio Teacher Evaluation System

## Improvement Plan

### Improvement Plan: Evaluation of Plan

Teacher Name: \_\_\_\_\_

Grade Level/ Subject: \_\_\_\_\_

School year: \_\_\_\_\_ Building: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken;

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance\*
- The Improvement Plan should continue for time specified:
- Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

*I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.*

\*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Skilled level or above.

## **Resident Educator**

### **Self -Assessment**

This is a similar document to the OTES self-assessment (do NOT complete this form online). Do this only once. You can find a copy of the form at the link below.

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Mentor-Resources/Resident-Educator-Timeline>

### **Assessment of Student Learning**

This document will help you prepare your OTES SLO document. You can find a copy of the form at the link below.

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Mentor-Resources/Resident-Educator-Timeline>

### **Goal Setting**

This is similar to the OTES goal setting; please only do this process once. The goals that are set can be used for OTES and The Resident Educator Program. You can find this form at the link below.

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Mentor-Resources/Resident-Educator-Timeline>

### **Writing S.M.A.R.T. Goals**

<http://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Mentor-Resources/Goal-Setting-Guide-and-Templates/SMART-Goals.pdf.aspx>

## Throughout the year:

### Injuries

#### **NON-EMERGENCY**

Please, call the High School Office when a student is injured in your classroom. Do NOT send students to Captain John Blauch directly!

#### **EMERGENCY -- Emergency Response Procedures:**

If there is an emergency in the lab or classroom, the instructor needs to train all students to immediately inform the instructor. If the emergency involves the instructor, students should be drilled to contact the High School Office by using the telephone in the instructor's office and dial "0". If there is no answer, please continue to dial the following numbers: 8298 (Carol Szoka) or 8113 (Diane Buchs). Remain calm, explain the situation.

If there is no immediate answer send someone to the nearest classroom or office and notify another adult of the incident and request additional help by calling 911.

*If the victim is conscious, it is best to have them lie still with feet elevated until qualified emergency response personnel arrive on the scene. Do not move a victim unless there is risk of additional immediate danger to them and you. You can cause additional severe injury by unnecessarily moving a victim.*

*There is the possibility of the victim going into a state of physiological shock – a condition of insufficient blood circulation different from electrical shock – and so they should be kept as warm and as comfortable as possible.*

### Every Day in the Classroom

#### **Lesson Plans**

**All teachers are required to have daily lesson plans.** Daily lesson plans shall give directions for instruction and implementation of courses of study. Daily lesson plans are required per state minimum standards, OAC Chapter 3301-35 and must be submitted to administrators each Monday Morning by 8 am.

Each lesson shall include the material to be covered, for each of the five days of the succeeding week, and are required for lab and theory/academics. A general sample lesson plan form & an OTES sample lesson plan form is available in the appendix.

The teacher's schedule, class lists, seating charts, a lesson plan, and names of textbooks as well as regularly used teaching materials shall be available in a substitute file folder or notebook for use by a substitute teacher and must be on file in the High School Office. **All lesson plans shall include objectives, key questions, instructional procedures, review assignments, how students will be assessed and possible special projects.**



# PBIS Intervention and Behavior Discipline Flow Chart

**Observe Problem  
behavior**

Instructors decide if student should be referred to PBIS Coordinator, Stacy Allen or to Administration for discipline.

**Classroom Management**

Use classroom mgmt strategies  
 1<sup>st</sup> – Warning – Apologies  
 2<sup>nd</sup> – \*Parent/Guardian call  
 3<sup>rd</sup> – Refer to PBIS/HS office

\*Teachers MUST document all phone calls in Infinite Campus to track process.

*(In order to process referral, a phone call to parent must be made first for PBIS Referrals)*

**PBIS Referral**

Academic dishonesty  
 Computer network, Internet, passwords  
 Disruption of educational process  
 Electronic communication devices  
 Food/Beverage  
 Horseplay  
 ID Badge  
 Insubordination  
 Parking/Driving  
 Personal appearance  
 Profanity/Obscene (minor, general)  
 Public Display of affection  
 Out of bounds  
 Safety violation  
 Truancy  
 Uniform

**Office Referral**

Disorderly conduct  
 Drug/Alcohol  
 Extortion  
 Fighting/Altercation  
 Fire/arson  
 Forgery/Falsifying  
 Gambling  
 Harassment  
 Hazing  
 Panic inducing behavior  
 Pornography  
 Profanity/Obscene (directed at staff)  
 Refusing to accept discipline  
 Smoking/Tobacco  
 Theft  
 Trespassing  
 Unauthorized sale or distribution  
 Vandalism  
 Violations of law  
 Weapons

**These infractions constitute an immediate referral to the HS office for investigation and discipline**

**PBIS Referral Forms and Office Referral Forms**

Students will be called by PBIS Coordinator, Stacy Allen, or by Administration after a teacher turns in a completed referral form. Teachers can obtain these forms from the High School Office. When filling out either the PBIS referral form or the office referral form, please make sure you state the DATE, TIME and WHO is being referred; in the comment section explain WHY the person is being referred and include WHERE if it involves a specific location where the infraction occurred. Please be sure to call the parents/guardians PRIOR to referring a student as long as it is not a major infraction.





## 2016-17 Procedures

The following are changes to better the enforcement of policies and procedures at Auburn Career Center. Better enforcement of these procedures by ALL staff will help to improve the culture, structure and discipline on our campus as well as translate to better behavior, improved academic outcomes and a more enjoyable experience for our students and staff.

### 1. Food and drink

- a. ONLY Water and non-soda drinks with **screw-on** lids are allowed in the classroom by instructor choice. Juniors are checked for drinks in the cafeteria but once they pass into the classroom they become responsibility of instructor.
- b. Food is not to be allowed in the classroom at all.

### 2. Book bags, purses and other valuables:

They should all be stored in student lockers. No student should have these in the classroom or common areas. Several reasons for this:

- a. When drug dogs come through, all student property will be in one place
- b. Cuts down on the possibility of theft
- c. Increase safety of not knowing what might be in the bags (drugs, explosives, weapons)

### 3. New referral flowchart:

A new flowchart in conjunction with PBIS was developed and is included with this sheet.

- a. We have found that contact with parents/guardians prior to and just after an incident in many cases decreases the incidents or repeat incidents of bad behavior.
- b. Therefore, before any referral is submitted for a minor infraction, contact with the parent/guardians must be made and documented in Infinite Campus. If this is not documented, then student will not be disciplined and instructor will be notified that they have not completed the first step.
- c. A teacher may issue PBIS referrals, once a phone call has been made, for the same infractions thereafter.
- d. Major infractions are sent directly to the HS office without needing a parent call from instructor.
- e. Referral forms can be found either in the High School Office or online at MyAuburn <http://auburncc.org/external.php?lid=9>

### 4. Dress code:

We need to be much more diligent on our dress code. Even though our students change into uniforms, some of the program uniforms are only shirts.

- a. A male and female staff member will be at cafeteria doors to check students coming in for dress code violations. We are going to teach responsibility to our students by starting on day one. Obvious violations against society norms of proper dress for school will be addressed. Please see Student Handbook on acceptable school attire.
- b. Students who violate dress code will be sent to the office and the student will have to change into something else immediately or call a parent/guardian to bring them something more appropriate. (Students will not be sent home because of improper dress!)

### 5. Badges:

This goes along with dress code. Badges are a safety item and part of their uniform. If students have a badge with their name on them, we know they belong at Auburn Career Center and have permission to be in the building.

- a. A student without a badge will be issued a temporary one for that day (sticker). They must wear it all day while they are here; no exceptions. If a student has more than one missing badge in a week, then refer to the Discipline Flowchart.
- b. A student who has more than two missing badges in a week will be sent to Student Services to have another one made at student's expense. Pay in the High School Office and take receipt to the Guidance Office to have ID tag made.
- c. ALL staff must be diligent in checking in common areas.
- d. Students caught in the hallway without badge: Notification of instructor, temp issued if needed and notated that they do not have it. (Refer to Discipline flowchart)

6. **Passes in hallway:** Instructors need to develop a pass system for their students in the hallways.

- a. A student cannot just be allowed to leave the classroom without some type of written or physical pass from the instructor. This documents and makes it easier to discipline kids who are out of bounds. If they do not have a written pass or a physical pass (some teachers have boards or props for passes), then they are out of bounds and are sent to the office.
- b. Instructors need to be more aware of how often they send their students to places in the building.
- c. Any student who does not have a pass in the hallways will be subject to discipline and sent back to their program.

7. **Parking lot issues:**

**Juniors driving:**

- a. The Principal and/or Assistant Principal review all requests for driving privileges.
- b. Each week the High School Administrative Assistant provides the Resource Officer with a report as to who has been coming in for daily passes only. These individuals will have their parents/guardians called and let them know that they do not have permission to drive.
- c. Students are allowed only three temporary parking permits per semester. Students will be reminded that they cannot get another one when they reach three. If they drive without a temporary permit, they will be disciplined including revocation of parking privileges.

**Seniors driving:** (See Senior flowchart below for new routing of students)

- d. Permanent passes must be displayed on administration designated area of vehicle. Temporary passes will be kept by student and handed in to SRO as they leave.
- e. Parking passes will be revoked from students who continually violate policies of tardiness and unapproved driving privileges.
- f. Cars without permanent display will automatically be assumed to not have a pass and will be referred to High School Office.
- g. School Resource Officer will receive a daily list of temporary passes. The School Resource Officer will check daily for passes in parking lot.

9: **Unexcused absences and tardiness:** If a student is absent two or more days in a row, the instructor will call home to check on the student's reason for missing class. Not only will this build relationships, but it may help retain students in our programs, especially since our funding will be based on student program completers.

**All students must have an admit slip to enter the classroom if tardy to class or absent the prior day. It is the responsibility of the teacher to check and request for these slips!**



## 10: Car pass from High School Office:

- a. Students can only receive a car pass in **an emergency situation**. Should a student need to go to their car, they will need to be escorted by the School Resource Officer from the office to their vehicle and back to the office.
- b. Instructors need be more restrictive in permitting students to go to the office to get a car pass. Too many students are coming to the High School Office and asking for car pass. Instructors need to remind their students to bring everything they need into the building when they leave their car because they will not be able to go to their car.

## 11. Uniforms: Students need to wear uniforms every day. For those who do not have one, we have extra uniforms that we can use in some of the programs.

- a. Instructors need to set up an area in their shop to keep their students who do not have uniforms and give them work to do. Students should not be sent to the PBIS Coordinator for uniform non-compliance.
- b. If students are in a program that requires steel toed safety boots and they are not affordable to the student at the present time, over-the-shoe OSHA approved covers for the trades programs would be acceptable and can be ordered through Diane Buchs in the office.
- c. Senior students are given the 8 minutes prior to lunch to change into their uniforms.

## 12. Emergency medical forms: Students are not permitted to go into the lab if they do not have an Emergency Medical Form on file in the office. Teachers will need to call parents of students that have not submitted their forms to the office and explain that their son or daughter will have to stay out of the lab, while the others go to the lab, until the Emergency Medical Form has been returned to the High School Office.

## Senior Flowchart for coming to school:

1. All seniors enter the north cafeteria doors and stay in cafeteria. Students cannot come in the back lot doors for any reason.
2. Staff will supervise cafeteria doors from 10:40 am until 11:02 am. This will cover early arrivals and give them four (4) minutes after the bell rings to get to class.
3. After 11:02 am, cafeteria doors will be closed and supervising staff will direct late students to the front doors under the canopy to enter the building. At that point, they must sign in at the High School Office and receive a pass to class. Any student who gets to class and does not have a pass from the High School Office after 11:02 am will be sent back to the office to get one.
4. If they do not get one and choose to roam the building, they will have already been marked absent, unexcused.
5. A report is generated by our EMIS Coordinator, Kelly Golar, every four (4) weeks. It tallies the unexcused absences and tardies. These go to the Principal and/or Assistant Principal. Students with three (3) unexcused in a four (4) week period, three (3) tardies in a four (4) week period will receive a PBIS referral.
6. Late busses will drop off students at front door by the canopy and students will sign in at the High School Office to receive a pass and go to class.
7. This accomplishes:
  - a. Keeps better track of senior students
  - b. Alleviates congestion in commons area before the bell
  - c. Minimizes tardies and students sneaking in late; better accountability
  - d. Puts responsibility on students to come to the High School Office to sign in.
  - e. Allows more staff members to watch cafeteria and parking lot



## Hall Passes

When you give a student permission to leave your classroom, you must provide them with a hall pass. There is no need for a buddy system. Students should not leave your classroom in pairs! Students will be less likely to wonder aimlessly. Please try to limit the number of times your students are out of your classroom. They are missing valuable instructional time when they are out of the room.

## Admit Slips

Students should see High School Administrative Assistants, Carol Szoka, upon return from an absence for an admit slip. This is how you determine if the absence is excused or unexcused. Excused absences – students have the same number of days to make up their work as they were absent. Unexcused absences – students should not be allowed to make up the work they missed.

## Attendance

Attendance should be taken **by 8:20 am for Juniors and 11:40 am for seniors in Infinite Campus**. Any student not present should be marked absent. Adjustments will be made when students sign in. If a student is absent two or more days in a row, the instructor should call home to check on the student's reason for missing class. Not only will this build relationships, but it may help retain students in our programs, especially since our funding will be based on student program completers.

## Field Trips -- Initial Form

Forms are posted on the MyAuburn Web page: <http://www.auburncc.org/my/>. Log in and then look for Field Trip Application. Prior to filling out the form, contact one of the three local schools (listed below) that can provide transportation for a quote. After you have this price, complete this form, make three copies and turn into the Principal for approval. If you are taking 6 or less students a school van may be requested. If you are not a valid van driver please request a drive at that time as well.

Once you have received a copy for approval:

- Fill out the Request for a bus/transportation form.
- Print Permission slips for each student and make sure you have all of them and the emergency medical form.

## Request for a bus/transportation

Forms for Riverside, Chardon and Perry can be found on the My Auburn site; check in that order. b

## Parental permission

Forms are found on the My Auburn site

## Student driving

Students that intend to drive to the school to catch the bus for a field trip, must obtain a temporary parking pass prior to the field trip date. Forms are in the office and on the website.

## Advisory Boards, Internships – Business Partnerships

Michelle Rodewald – x8159, Business Partnership Coordinator office located near door number 35 (south parking lot door). Her partnership with program teachers and businesses brings students opportunities for job shadowing, mock interviews, internships and job placement. The Business Partnership Coordinator also recommends new advisory committee members for program Advisory Committees and attends Advisory Committee meetings.



## Advisory Committees

Auburn Career Center has enlisted the cooperation and coordination of the community in the form of Advisory Committees to assist in the planning of career technical education programs. The essential purpose of an advisory committee is to advise. Instructors will gain knowledge and apply it toward the improvement of career – technical programs. Teachers are responsible for maintaining active committee membership, providing an agenda for each meeting, and keeping minutes of each meeting.

Guidelines for working with Advisory Committees are:

- ✓ Schedule meetings twice a year as per our ODE Performance Appraisal requirement;
- ✓ Have meetings well organized (agenda, minutes, attendance, etc.)
- ✓ Keep meetings short and to the point.
- ✓ Be willing to listen to member's questions.
- ✓ Enlist help of individuals between meetings.
- ✓ Send minutes to all members. This helps to keep members who missed the meeting informed.
- ✓ Select members who have a variety of backgrounds in the program area.
- ✓ Invite the committee to observe the program and make suggestions for improvement.
- ✓ Show members you appreciate their time and effort

## Participation in a Business Partnership Internship includes the following requirements:

- ✓ Participate in Auburn's mock interviews
- ✓ Attend and complete CTE testing or National Certification testing
- ✓ Attend and present at the Business Partnership Recognition Expo
- ✓ Complete weekly logs and turn in every Thursday to the Business Partnership Office

## Option 1 – Internship Privilege

The Internship Privilege is an educational opportunity that prepares a student for workforce employment and transition to post-secondary education. During the internship, students will apply academic, employability, and technical skills in the workplace. Internship sites must be related to the students' career training program.

Internships will be scheduled in coordination with the students' academic schedule and coursework. They will take place three days (Monday, Wednesday and Friday) a week during the student's time at Auburn.

Eligibility Requirements:

Auburn students will meet the following criteria to be eligible:

- ✓ 3.5 GPA in all courses at Auburn
- ✓ 95% attendance at Auburn
- ✓ Passing all courses at their associate school and at Auburn
- ✓ Teacher recommendation
- ✓ Complete resume and cover letter

## Option 2: Mentorship

The mentorship is a program that is designed to give the student an educational opportunity to apply their skills by working in the workplace. **Mentorship sites must be related to the students' career training program.**

Mentorships will be scheduled in coordination with the student's academic schedule and coursework. They will take place one or two days (Monday, Wednesday or Friday) a week during the student's time at Auburn.

Eligibility Requirements:

Auburn students will meet the following criteria to be eligible:

- ✓ 2.5 GPA in their career and technical program
- ✓ 90% attendance at Auburn

- ✓ Passing all courses at their associate school and at Auburn

- ✓ Teacher recommendation
- ✓ Complete resume and cover letter

### Option 3: Career Field Experience

The Career Field Experience is designed to give the student an educational opportunity to apply their skills by working in the community.

The field experience will be for one day a week during the student's Auburn time. This experience will be schedule in coordination with the student's academic schedule and course work.

Eligibility Requirements:

Auburn students will meet the following criteria to be eligible:

- ✓ 2.5 GPA in their career and technical program
- ✓ 90% attendance at Auburn
- ✓ Passing all courses at their associate school and at Auburn
- ✓ Teacher recommendation
- ✓ Complete resume and cover letter

### Parent Teacher Conferences

Parents will call the Guidance Office and make an appointment to meet with you.

- ✓ Please print grade sheet and collect any student work that you have to share with the parents on their student's progress.
- ✓ Try to sandwich any unpleasant message between two good messages.
- ✓ Remember student information (especially grades) is confidential! Do NOT share other student's information, compare two students, or speak of other students' behaviors with anyone but their parents or guardians. Make sure grade sheets are placed in a secure location during conferences. Do not leave them unattended. Same with IEP & 504 information.
- ✓ For any parent who does not attend conferences, instructors are directed to make a follow up call to the home of their student and discuss the student progress with the parent within two weeks following Parent Teacher Conference evening.

### Orientation

This is an opportunity for the parents to meet the instructors and the instructors to review the expectations of their program. It is a thorough presentation of material required for the student to be successful. The following is a guideline for the evening of this event.



## Talking Points for New Student Orientation

**As early bird parents arrive:** hand out forms to be complete and turn in tonight. This will eliminate that awkward silence as you wait for others to arrive. **Make sure all parents get them!**

- Welcome and Introduction – Take the time to tell the students and parents about yourself.
- Ice Breaker – see attached.

Overview of the class:

- Student Organizations and Competitions
- Certification opportunities including Career Safe
- Articulated Credits
- Internship Opportunities
- Infinite Campus - Grade book: Make sure parents know about the Parent Portal & how to get access.
- Highlight projects being completed throughout the year

Hand out Syllabus: touch on the following

- Tools/Supplies  
Tool kits will be provided for students to use during their two year career and technical training and will be in the classrooms on the first day of school. Students will sign an inventory sheet listing all items received and are to turn in all tools when finished at Auburn. Fees will be assessed for any missing items.
- Dress Code/Program Apparel – All families should hand in forms in appropriate locations tonight. ***Pick up Free Enrollment T-shirt at your location that night from Barb.***
- Class Fees (Uniform, tools, workbooks, & class fee) – **All fees due Oct. 28, 16; Accounts will be adjusted after the approval of free/reduced lunch applications.**
- Classroom policies you want to have parent support with; cell phones, uniform, etc.

### Open House

Fall Open House:

This open house is for current students and their families, prospective students and their families, and the community. The timing of the event is the day after Sophomore Visit Day, therefore, the focus is on recruiting NEW students for the following school year. All efforts are made to inform students and parents of your program so they can make an informed decision regarding attending Auburn Career Center.

In preparing for the event, each program instructor is responsible for:

- ★ Updating their catalog page
- ★ Assuring labs and classrooms are neat and clean
- ★ Displaying student work
- ★ Displaying program banner and signage
- ★ Helping Student Ambassadors to update the program display board
- ★ Assuring all visitors sign in

### Teacher Interview Night

Interested students are interviewed by Instructors to ensure they have selected the right program choice. Teachers and prospective students have the opportunity to become acquainted and confirm this opportunity for next year.

## Sophomore Visit Day

This is a day when every sophomore in each of our 11 districts is invited to visit Auburn Career Center. There are approximately 750 visitors between the morning and afternoon sessions. A hands-on activity and possibly a “take-home” project give the visiting students a sense of the program. The current Auburn students are required to do a Job Shadow experience, a college visit or if a Star or Student Ambassador, report to Auburn and assist with the day.

- ★ In preparing for the event, permission forms for our current students are required in the office by deadline date!!!
- ★ Ensure all visitors sign in.
- ★ Assure labs and classrooms are neat and clean.
- ★ Create an engaging activity for visitors.

## Welcome Wednesday

These occur twice a month on pre-selected dates (See Dates to Remember) so that sophomore students may visit the programs they are interested in. Each student is allowed to see two programs of their choice and spend approximately 90 minutes in each class. During this time, it is up to each instructor and their student ambassadors to “sell” the benefits of their program. A well-planned, fun and exciting lesson plan is encouraged for these days! (like every day!) Each visitor completes a survey which can be shared with individual instructors.

## Infinite Campus

The Infinite Campus link is found on the Auburn Home page. This program is used to take attendance, keep track of grades and to submit interims and End of Quarter grades. *See EMIS Coordinator, Kelley Golarin (8015) for assistance.*

### Interims

Interims are due at the halfway point of each quarter. Infinite Campus is used to process these scores. *See Guidance Administrative Assistant, Leslie Machuta (8334) for assistance*

### Grades

Grades are due at the end of each six and nine week grading periods. Infinite Campus is used to process the grades. *See Guidance Administrative Assistant, Leslie Machuta (8334) for assistance*

## Office Supplies

Orders are given to the Assistant Treasurer, Tori Bryant, and Executive Administrative Assistant, Lori Smith, via email. There is a catalog in the office to find the items needed. Submit with unit quantity, item number, and brief description.

## Room Requests

*Wendy Lauer, x8278*

Outlook Calendar – Folders, Public Folders, All Public Folders, Auburn Resource Calendars

## Requisitions

The application link is found on the Auburn home page or [click here](#).

Once you enter your username and password (obtained from Assistant Treasurer, Victoria Bryant, at ext. 8044), click on requisition and then new.



Home Logout

Home Accounts AP Invoices Checks Configuration Purchase Orders Receipts Refunds Requisitions New Query Load Vendors Utilities Help Logout

**Functions**  
Validate Post Cancel Save Draft

**New Requisition**

Requisition #	<input type="text" value="Auto Assign"/>	Deliver By Date	<input type="text"/>
Vendor #	<input type="text" value="0"/>	Deliver To Vendor #	<input type="text" value="499"/>
Vendor		Deliver To	AUBURN CAREER CENTER 8140 AUBURN ROAD CONCORD TWP OH 44077-9723
Requested PO Date	<input type="text" value="01/07/2015"/>	Requisition Description	
Terms	<input type="text"/>	Attention	<input type="text"/>
Total	\$0.00		Type <input type="text" value="Enter T for Template"/>

#	Quantity	Unit	Description	Unit Price	Total	Fund	Func	Obj	SCC	Subj	OPU	IL	Job
Total					\$0.00								

**Functions**  
Validate Post Cancel Save Draft

Vendors numbers can be looked up by clicking on the binoculars. Make sure you enter a description of what you are purchasing and why. In the Attention field please put your first and last name! Click on the + to add items to your requisition. Once a line is completed click on the Validate button to add another line to your requisition. Account numbers can also be looked up by clicking on the binoculars. When finished, click on the post button to send the requisition to the Principal for review.

## HR Kiosk --Sick/Personal/Professional

1. You should always go to the kiosk to fill out a request for leave. The minimum time to request off is ¼ day for sick or personal time even if you are taking just one hour. High School Administrative Assistant, Diane Buchs will receive substitute requests via the Kiosk.
2. Sub for union purposes, no matter how long, make request in kiosk under Professional.
3. Professional days for workshops/conferences must be approved first via travel form then put in kiosk for a sub.
4. When in doubt about requesting sub, call High School Administrative Assistant, Diane Buchs and ask.
5. If sick in the morning and need a substitute, **call or text Lori Smith on her cell, 440-496-3677, prior to 6:00 am to request a sub. DO NOT e-mail. Will not receive in time.**
6. If sick in the morning and do NOT need a substitute, **call or text Jeff Slavkovsky on his cell, 440-376-2183.**
7. Personal days are for personal business. However, personal days are not permitted on either side of a holiday.

The program teacher needs to prepare their class that there will be times when a substitute teacher will be needed. First and foremost, the program teacher needs to stress to their students that proper behavior and full cooperation with the lesson plan is the expectation for students if a substitute teacher is needed.

A reminder for the teacher when planning for a substitute teacher, always prepare more work than needed for students while you are out. In addition, please make sure that the front office has two prepared lessons that will last at least three hours in case of an emergency absence and it is not possible to plan a lesson that is in sequence with the current lesson plans. These emergency lessons are due in the office by the end of the first week of classes with students.

If a teacher knows ahead of time that they will be out of the building for professional development, a sick day or personal day, the teacher needs to go to the Kiosk and complete a request. Completing the Kiosk Request trigger



notifying the board office and Diane Buchs of your planned absence and then Diane Buchs working with Lori Smith can ensure that a substitute teacher is hired.

**If the teacher is sick in the morning call Lori Smith.** If the teacher is already at work and you are going home sick, please call the office for a substitute. These verbal notifications will provide for a substitute teacher. In an emergency situation, the teacher can send the high school Administrative Assistant, Diane Buchs & Carol Szoka, an e-mail with work for your students; **Requests for sick time should always go through the KIOSK!**

Lastly, the high school Administrative Assistants, Diane Buchs and Carol Szoka leave at 3:30 p.m. Requests to them after that time will go unfilled. If you need a substitute teacher for the following day and it is after 3:30 p.m., you must call or text **Lori Smith on her cell, 440-477-9448** and let her know you need a sub; then go into the kiosk and complete the request.

## **OTES Evaluations –Administration**

Definition of Teacher Effectiveness:

After conducting extensive research, the following definition of teacher effectiveness was developed by educational practitioners in Ohio and is Reinforced by *Ohio's Standards for the Teaching Profession*. The research supports the direct connection between effective teaching and high student achievement. Inherent in this definition is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures.

Effective (SKILLED) teacher:

- Understand student learning and development, respect the diversity of the students they teach, and hold high expectations for all students to achieve and progress at high levels;
- Know and understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction, and evaluate and ensure student learning;
- Plan and deliver effective instruction that promotes high levels of student learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

## **Pre-Conference – need to add the planning questions**

Pre-conferences are typically scheduled the day or two before the actual observation. They can take up to an hour to complete. This is your time to provide evidence of planning for your students' individual needs to your observer. The following list of questions will help to guide your discussion and plans. The first pre-conference will also include some time to plan your goals for the year (See Goal Setting for more information).

### **FOCUS FOR LEARNING:**

What is the focus for the lesson?

What skills will they demonstrate?

What standards/objectives are addressed in instruction?

How are they measured?

Why is this learning important?

### **LESSON DELIVERY (Standard 2: Content and Standard 4: Instruction)**

How will the goals for learning be communicated to students?

What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?

What strategies will be used to make sure all students achieve lesson goals?

How will content-specific concepts, assumptions and skills be taught?

### **DIFFERENTIATION (Standard 1: Students and Standard 4: Instruction)**

How will the instructional strategies address all students' learning needs?

How will the lesson engage and challenge students of all levels?

How will developmental gaps be addressed?

### **RESOURCES (Standard 2: Content and Standard 4: Instruction)**

What resources/materials will be used in instruction?

How will technology be integrated into lesson delivery?

### **CLASSROOM ENVIRONMENT (Standard 1: Students and Standard 5: Learning Environment)**

How will the environment support all students?

How will different grouping strategies be used?

How will safety in the classroom be ensured?

How will respect for all be modeled and taught?

### **ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)**

How will you check for understanding during the lesson?

What specific products or demonstrations will assess student learning/achievement of goals for instruction?

How will you ensure that students understand how they are doing and support students' self-assessment?

How will you use assessment data to inform your next steps?

### **COLLABORATION AND COMMUNICATION (Standard 6)**

How do you cooperate with colleagues?

How do you work with others when there is a problem?

What is your communication style with students? With families? With colleagues?

In what ways do you seek the perspectives of others? Give an example.

### **PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)**

How do you apply knowledge gained from other experiences into your teaching?

Discuss ways you reflect and analyze your teaching.

What are some proactive ways you further your own professional growth?

## **Formal Observation**

Evaluators may use the scripting box as a method of collecting evidence during the formal classroom observation. A formal observation consists of a classroom visitation of a minimum of 30 minutes, but can be an entire lesson, or class period. Evidence is then categorized on the *Teacher Performance Evaluation Rubric*, and scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each observation cycle. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, as well as informal observations (classroom walkthroughs).

A completed copy of the formal observation rubric will be provided during the post-conference. On the next page is a copy of the rubric for review. Please familiarize yourself with each section of the rubric.





### Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
<b>FOCUS FOR LEARNING</b> (Standard 4: Instruction)  <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs.  The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
<b>INSTRUCTIONAL PLANNING</b>				

**INSTRUCTIONAL PLANNING**

	Ineffective	Developing	Skilled	Accomplished
Evidence				
ASSESSMENT DATA (Standard 3: Assessment)	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.
Sources of Evidence: Pre-Conference	The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
Evidence				

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
<b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b> (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)  <i>Sources of Evidence:</i> Pre-Conference	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.  The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.  The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.
	<b>Evidence</b>			
INSTRUCTIONAL PLANNING				

<p><b>INSTRUCTIONAL PLANNING</b></p>	<p><b>KNOWLEDGE OF STUDENTS</b> <b>(Standard 1: Students)</b></p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
<p><b>Evidence</b></p>					



Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p>
	<p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
<b>Sources of Evidence:</b> Formal Observation Classroom Walkthroughs/ Informal Observations				
<b>Evidence</b>				

INSTRUCTION AND ASSESSMENT

**Instruction Assessment**

	Ineffective	Developing	Skilled	Accomplished
<p><b>DIFFERENTIATION</b> (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i></p> <p>Pre-Conference</p> <p>Formal Observation</p> <p>Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
<p><b>Evidence</b></p>				

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<b>RESOURCES</b> (Standard 2: Content; Standard 4: Instruction)  <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
<b>Evidence</b>				

	Ineffective	Developing	Skilled	Accomplished
<p>CLASSROOM ENVIRONMENT</p> <p>(Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <li>Pre-Conference</li> <li>Formal Observation</li> <li>Classroom Walkthroughs/ Informal Observations</li> </ul>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p>



**Instruction and Assessment**

	Ineffective	Developing	Skilled	Accomplished
<p><b>Evidence</b></p>	<p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident . Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>

**Instruction and Assessment**

	Ineffective	Developing	Skilled	Accomplished
<p><b>ASSESSMENT OF STUDENT LEARNING</b> (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> <li>Pre-Conference</li> <li>Formal Observation</li> <li>Classroom Walkthroughs/ Informal Observations</li> <li>Post-Conference</li> </ul>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p>

**Instruction and Assessment**

	Ineffective	Developing	Skilled	Accomplished
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.
<b>Evidence</b>				

		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<b>PROFESSIONAL RESPONSIBILITIES</b> (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)  <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.  The teacher fails to understand and follow regulations, policies, and agreements.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.  The teacher understands and follows district policies and state and federal regulations at a minimal level.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.  The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.  The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
	Evidence	The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.



## Post Conference -- Planning for the Post-Conference

### Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

Record 3 reflective questions you would ask the teacher aligned to the area of reinforcement.

- 1.
- 2.
- 3.

Record 3 reflective questions you would ask the teacher aligned to the area of refinement.

- 1.
- 2.
- 3.

### Informal Observations

Teacher Name: \_\_\_\_\_

Grade(s)/Subject Area(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Time Walkthrough Begins: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Time Walkthrough Ends: \_\_\_\_\_

#### Directions:

This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

#### EVALUATOR OBSERVATIONS

- ◆ Instruction is developmentally appropriate
- ◆ Lesson content is linked to previous and future learning
- ◆ Learning outcomes and goals are clearly communicated to students
- ◆ Classroom learning environment is safe and conducive to learning
- ◆ Varied instructional tools and strategies reflect student needs and learning objectives
- ◆ Teacher provides students with timely and responsive feedback
- ◆ Content presented is accurate and grade appropriate
- ◆ Instructional time is used effectively
- ◆ Teacher connects lesson to real-life applications
- ◆ Routines support learning goals and activities
- ◆ Instruction and lesson activities are accessible and challenging for students
- ◆ Multiple methods of assessment of student learning are utilized to guide instruction

## Resident Educator

### Resident Educator/Teacher Evaluation System Comparison

The Ohio Resident Educator Program and the Ohio Teacher Evaluation System are components of Ohio's comprehensive professional growth system that leads educators from induction through life-long learning and growth to advance student achievement.

#### Ohio Resident Educator Program

- Multi-year induction support system for new teachers
- RESA - Teacher performance assessment
- Professional licensure decision

#### Both

- Self-assessment
- Goal setting
- Formal observations

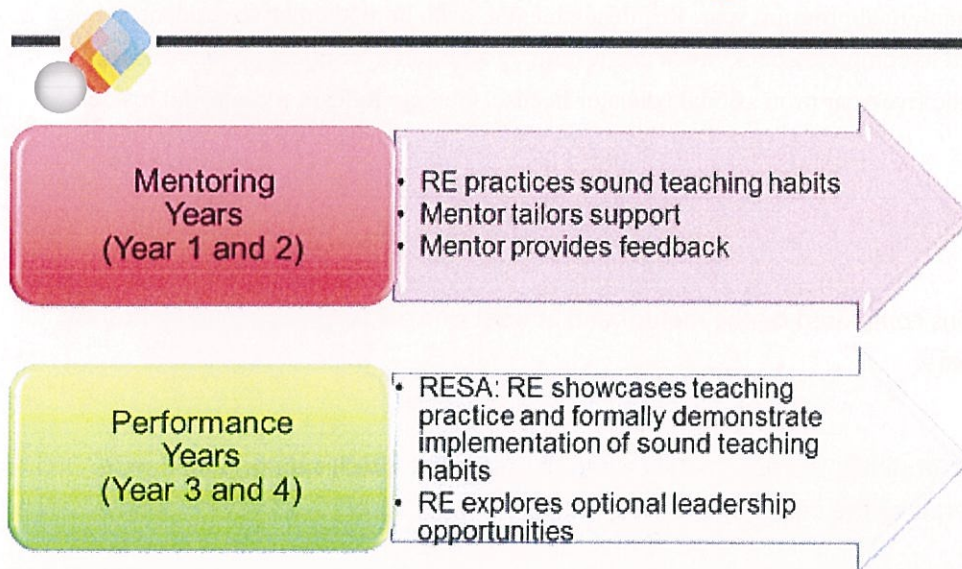
- Informal observations
- Evidence-based documentation
- Areas of refinement and reinforcement for professional growth

#### Ohio Teacher Evaluation System

- Teacher evaluation for all teachers
- 50% student growth measures
- 50% teacher performance
- Employment decision

### Time Line of Resident Educator Process

## Ohio Resident Educator Program



### Mentoring Years (Program Years 1 and 2)

Resident educators do the following:

- Communicate with their mentor and Principal;
- Use formative assessment processes to collect and analyze evidence to advance practice and increase student learning;
- Use the state-designed formative assessment tools with the support of an assigned certified instructional mentor;
- Participate in and document instructional collaborative meetings with mentor through the Collaborative Log and teacher evidence; and

- Utilize differentiated support and resources to move toward meeting goals and understanding the complexity of teaching at a deeper level.

Refer to the [Residency Teaching and Learning Experiences](#) document for an overview of the scope of work that the mentor and resident educator complete during the Mentoring Years.



## Resident Educator Summative Assessment (RESA)

Resident educators are eligible to begin the RESA when they are registered in program Year 3. In some instances, resident educators who have credit for additional or prior teaching, are eligible to begin the RESA when registered in program Year 2. All resident educators registered in program Year 3 who have not yet passed or taken the RESA are required to participate in the RESA. Go [here](#) to learn more about the RESA and find additional resources.

### Finishing Residency

Resident educators must successfully complete four years of the local Resident Educator Program, or a combination of credit for teaching experience and program years, and pass all RESA tasks in order to finish residency and advance to the five-year professional educator license. Resident educators who did not pass all tasks of RESA during a program year will retake deficient tasks if they are registered for another program year. Resident educators have three opportunities to pass all RESA tasks.

Resident educators who successfully passed all RESA tasks and are finishing residency are encouraged to participate in professional growth and leadership activities. Resident educators who have passed RESA and are in their final year of residency are required to complete a local program.

Resident educators who have successfully completed four years of the program and successfully passed all RESA tasks are eligible to apply to advance their license to the five-year professional educator license. In addition, the resident educator does not need to be registered again in CORE for an additional program year. Resident educators who hold alternative resident educator licenses should remember that they need to complete course work and testing, in addition to completing the resident educator program and the RESA, to advance to the five-year professional educator license. Go [here](#) to learn more about resident educator licensure options.

### Observations

There will be at a minimum of two observations completed by the mentor and at least one observation of the mentor by the resident educator each of the first two years.

### Goal Setting – Mid Year Review

Review your progress toward goal attainment, outlining the actions taken and the evidence which supports it. Revise goals as needed. Please be sure this is completed by the end of the first semester.

## End of year:

### Portfolios

Portfolio Checklist:

- ✓ Cover Letter
- ✓ Resume
- ✓ Symplicity
- ✓ Project Summary
- ✓ Teacher – Competency List
- ✓ National Career Readiness Certificates
- ✓ NCCER
- ✓ Superintendent Letter
- ✓ Summary of Internship with Internship Employer Letter of Recommendation
- ✓ Industrial Credentials/Certificates

### Competency Checklists

Each program's competency checklists are on the Citrix Server. Copies can be made from: Citrix, Application, staff shared docs, Course Competencies

### Senior Ceremony --Guidance

Senior Ceremony is an Awards Ceremony for Auburn students who have successfully completed a two-year Career and Technical Education program. This is held during the school day at Lakeland Community College. In order to participate, students need to turn in a permission form, complete their portfolio, and attend the rehearsal on the day before the Senior Award Ceremony. There is a strict dress code to be able to walk across the stage. Information regarding Senior Ceremony is delivered via email, assemblies, direct mail to parents and teacher meetings starting in May.

### Senior Ceremony Permission Slips

*Guidance, Judy Falcone and Dan Crail, will pass out these forms to your students during an assembly. Permission slips must be turned in to the High School Office the week prior to Senior Ceremony if students want to participate.*

**No permission slip = no walking across the stage.**

### End of Year Checklist

The End of Year Checklist will be handed out the last week of school during the teachers' meeting. Please complete each task on the checklist and have each signed off by the appropriate person listed. You must return the checklist to the Principal completed prior to leaving for the summer.

### Financial Obligations to school

Accounts Payable, Carrie McVicker is located in the board office at the TLC.

### Students

Students can find their balances on Infinite Campus

### Faculty/Staff

Must have financial obligations to the school settled prior to the end of the year check-out.

### OTES Evaluations

### Summative Assessment

These forms will be completed by your administrative team by May 1<sup>st</sup> of each year, sent to the State, and will be handed out to the teachers in hard-copy form by May 10<sup>th</sup>.



**Final Summative Rating of Teacher Effectiveness**

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric) <i>Areas of reinforcement/refinement:</i>				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness <i>Areas of reinforcement/refinement:</i>				
<b>Final Summative (Overall) Rating</b>	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

Check here if Improvement Plan has been recommended.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.  
 Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

# Resident Educator

## The Ohio Resident Educator Program Residency Teaching and Learning Experiences



*Residency: time to practice through reflection and analysis*

Formative Mentoring Years: Practice and Reflection	Evidence Possibilities	Performance Years: Demonstration	Performance Years: Leadership
<p><b>Demonstration and Understanding of the Teaching and Learning Cycle</b></p> <p><b>Authentic Teacher Work: Lesson Planning, Assessment of Student Learning, and Analysis of Student Work</b></p> <p><b>Reflective Practices: Lesson Reflection, Data Analysis, Videotaping</b></p> <p><b>Teaching Observations: Informal, Peer, Exemplary, Reciprocal and by Mentor</b></p> <p><b>Professional Development Practices</b></p> <p>And others...</p>	<p><b>Collaborative Conversations with Mentors and Peers</b></p> <p><b>Collaborative Log*</b></p> <p><b>Authentic Teacher Work: Lesson Plans, Assessments, Reflection on Lessons</b></p> <p><b>Data Tool*</b></p> <p><b>Learning Teams</b></p> <p><b>Videotaped Lessons</b></p> <p><b>Self-Assessment Tool*</b></p> <p><b>Professional Growth Plan or Goals*</b></p> <p><b>Written Commentaries</b></p> <p><b>Staff Development Activities</b></p> <p><b>Professional Development within or outside the District</b></p> <p>And others....</p>	<p><b>RESA-Resident Educator Summative Assessment*</b></p> <p>A demonstration of understanding and application of the Ohio Standards for the Teaching Profession using video and written commentary on this summative performance assessment</p>	<p>Explore professional interests to discover skills and talents inside and outside the school learning community</p>

\*Required by Program

*How can I be a better educator tomorrow than I was today?*

June 2015

## Collaborative Log

### COLLABORATIVE LOG

Resident Educator: \_\_\_\_\_

Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Date: \_\_\_\_\_

Purpose of Meeting: \_\_\_\_\_

**Ohio Standards for the Teaching Profession:**

(1) Teachers understand student learning and development and respect the diversity of the students they teach.

(2) Teachers know and understand the content area for which they have instructional responsibility.

(3) Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

(4) Teachers plan and deliver effective instruction that advances the learning of each individual student.

(5) Teachers create learning environments that promote high levels of learning and achievement for all students.

(6) Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

(7) Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

WHAT'S WORKING?	CURRENT FOCUS, CHALLENGES, CONCERNS
RESIDENT EDUCATOR'S NEXT STEPS	MENTOR'S NEXT STEPS

Next Meeting Date: \_\_\_\_\_ Focus: \_\_\_\_\_

*How can I be a better educator tomorrow than I was today?*

Some type of collaborative log/journal of communications between RE and Mentor should be kept throughout the first two years to show growth in teaching.

This form can be found on-line or you can create your own to use. These will be turned in at the end of the year to receive credit for the year.



## Data Tool



### Class Profile

Below is an example of how data may be collected by Resident Educators to analyze student data in their classroom. Resident Educators may use this form or use district data analysis forms that allow them reflect on their both student and educator progress.

RESIDENT EDUCATOR CLASS PROFILE						
Resident Educator:				Date Completed:		
Grade Level or Subject Area:						
Student Name:	State Data	District Data	Classroom Data	Formative Assessment 1	Teacher-Made Assessment	Summative Assessment
Student 1*	Passed Reading	IOWA-73%	Quarterly 4.6	17/20 sight words	Comprehension 70%	Reading Posttest 88%
Student 2*	DNPass Reading	IOWA-33%	Quarterly 3.4	11/20 sight words	Comprehension 50%	Reading Posttest 65%
<i>Add more rows as needed</i>						

Other Important Factors (Please specify numbers at left of each term where applicable.)

Student Ethnicity and Diversity	Student Population Characteristics	Students Performance Level: Total # of Students at each level:
White, Non-Hispanic:	Number of Females:	High:
Black or African American (Non-Hispanic):	Number of Males:	
Hispanic/Latino:	Number of English Language Learners:	
Asian:	Total number of students with exceptionalities	Medium
American Indian or Alaska Native:		Total number of Students:
Native Hawaiian or Alaska Native:	Low:	
Native Hawaiian or Other Pacific Islander:		
Multiracial:		
Not Specified:		
Other:		

*How can I be a better educator tomorrow than I was today?*

June 2015

**Ohio** | Department of Education

2 of 2

This data tool is just an example. Teachers should be analyzing data on student work throughout the year to ensure student growth and mastery of course competencies.

## Self-Assessment

# Resident Educator Year 1 Self-Assessment Summary

Resident Educator:

Mentor:

Grade Level/Subject Area:

Date:

### Directions:

1. List strengths and areas for growth based on the first-year self-assessment.
2. Identify two priority areas for growth on which you will base your goals.
3. Review this document with your mentor, revise areas for growth as needed, and use this information for goal setting.

<b>Strengths (Proficient)</b>	<b>Standard</b>	<b>Areas for Growth (Developing)</b>
	<b>Standard 1: Students</b> <ul style="list-style-type: none"><li>• Knowledge of student development and prior learning</li><li>• Relationships with students</li></ul>	
	<b>Standard 2: Content</b> <ul style="list-style-type: none"><li>• Planning and instruction using knowledge of learning and content-specific strategies</li><li>• Understanding assigned content and curriculum</li></ul>	
	<b>Standard 3: Assessment</b> <ul style="list-style-type: none"><li>• Variety of formal and informal assessments</li><li>• Alignment of standards, curriculum and instruction with assessments</li></ul>	
	<b>Standard 4: Instruction</b> <ul style="list-style-type: none"><li>• Data-based goals</li><li>• Research-based instructional activities</li><li>• Appropriate instruction</li><li>• Content linked with past and future learning</li><li>• Differentiated scope and sequence of content as needed</li></ul>	
	<b>Standard 5: Learning Environment</b> <ul style="list-style-type: none"><li>• Promotion of respect, cooperation and collaboration among students</li><li>• Use of flexible learning and grouping strategies</li><li>• Appropriate use of instructional time</li></ul>	
	<b>Standard 6: Collaboration and Communication</b> <ul style="list-style-type: none"><li>• Effective communication strategies within the classroom</li><li>• Use of variety of communication strategies with those outside the classroom</li></ul>	
	<b>Standard 7: Professional Responsibility and Growth</b> <ul style="list-style-type: none"><li>• Adherence to district, state and federal regulations</li><li>• Identification of areas of professional growth</li><li>• Targeted goals</li><li>• Participation in relevant professional development</li></ul>	



## Goal Setting

### End of year review and reflection



OHIO RESIDENT EDUCATOR PROGRAM

Goal Setting

End-of-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed



OHIO RESIDENT EDUCATOR PROGRAM

Goal Setting

### End-of-Year Reflection on Professional Goals

#### Directions:

- Consider your professional practice over the past year, in terms of the goals set aside and the evidence collected.
- Answer each of the following questions.

#### SMART GOAL #1:

1. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?
2. If you met your goal, what contributed to your success?
3. If you did not meet your goal, what were barriers to your success?

**SMART GOAL #2:**

4. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?  
[REDACTED]

5. If you met your goal, what contributed to your success?  
[REDACTED]

6. If you did not meet your goal, what were barriers to your success?  
[REDACTED]

**OVERALL:**

7. Of what are you most proud when you look back at the academic year?  
[REDACTED]

8. What are possible areas for growth in the upcoming academic year?  
[REDACTED]

## Appendix

### Auburn's Home Page

[www.auburncc.org](http://www.auburncc.org)

### Acronyms

#### Associate School Districts

BE	Berkshire
CA	Cardinal
CH	Chardon
FA	Fairport
HA	Harvey
KE	Kenston
KI	Kirtland
MA	Madison
NE	Newbury
PE	Perry
RI	Riverside

#### Auburn Career Center's Technical Programs

ACR	Auto Collision Repair
ADM	Advanced Manufacturing
APM	Architecture Project Management
AUT	Automotive Technology
CNT	Computer Networking
CON	Construction
COS	Cosmetology
CUL	Culinary
EEP	Electrical Engineering Prep
AET	Alternative Energy Technology
EMS	Emergency Medical Services
HVAC	Heating, Ventilation & Air Conditioning
IMT	Interactive Multimedia Technology
IPD	Internet Programming & Development
ISS	Information Support & Services
LND	Landscape Horticulture
MES	Maintenance & Environmental Services
PCT	Patient Care Technician
SMD	Sports Medicine
TPP	Teaching Professions Pathway
WLD	Welding



## Places within Auburn's Campus

PC	Presentation Center
TLC	Technology Learning Center
Annex	Small tan house across the street from main building
Ind Arts Building	Houses ADM & HVAC programs
HORT Bldg	Behind main building across man bridge

## Miscellaneous Education Terms

504	Section 504 of the Rehabilitation Act of 1973 504
ABA	Applied Behavior Analysis
ACTE	Association for Career and Technical Education
ADA	Americans with Disabilities Act
ADD; AD/HD; ADHD; ADD/In	Attention-Deficit/Hyperactivity Disorder; ADD Inattentive
AP	Advanced Placement
ASL	American Sign Language
AT	Assistive Technology
AYP	Adequate Yearly Progress
BIP; BMP	Behavior Intervention Plan; Behavior Management Plan
BOE	Board of Education
CATA	Career And Technical Association
CATE	Career and Technology Education Also seen as CTE
CBA	Curriculum-Based Assessment
CIP	Continuous Improvement Plan
DD	Developmentally Disabled; Developmentally Delayed
DOH	Department of Health
ED	Emotionally Disturbed
EH	Emotionally Handicapped
ELL	English Language Learner
ERIC	Educational Resources Information Center
ESC	Education Service Center
ESL	English as Second Language
eTPES	Electronic Teacher/Principal Evaluation System found at <a href="http://www.ohiotpes.com">www.ohiotpes.com</a>
ETS	Educational Testing Service
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights & Privacy Act
GE	General Education
GED	General Education Diploma
GPA	Grade Point Average
GT/LD	Gifted and Talented with Learning Disabilities
HI	Hearing Impaired



HS	High School
IDA	International Dyslexia Association
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
ITP	Individual Transition Plan
K-12	Kindergarten through 12th Grade
LEA	Local Education Agency
LD	Learning Disability
LRE	Least Restrictive Environment
MDT	Multidisciplinary Team
MH	Multiply Handicapped
MOU	Memorandum of Understanding
MR	Mental Retardation
MRI	Magnetic Resonance Imaging
MS	Middle School
NCLB	No Child Left Behind Act of 2001
NCLD	National Center for Learning Disabilities
OASSA	Ohio Association of Secondary School Administrators
OCAPS	Ohio Competency _____
OCD	Obsessive-Compulsive Disorder
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
ODE	Ohio Department of Education
OTES	Ohio Teacher Evaluation System
PLC	Professional Learning Community
PTSD	Post Traumatic Stress Disorder
RTI	Response-to-Intervention
SAT	Scholastic Aptitude Test
SD	School District
SLO	Student Learning Objectives
SPED	Special Education

## High School Employee Directory

For the most up-to-date version see <http://www.auburncc.org/content.php?cid=166>

## Lesson Plan Templates and Sample

Can be found at <S:\Staff\ACC Staff Shared Files\Lesson Plans>

## MyAuburn

<http://www.auburncc.org/my/>

MyAuburn has links to many forms, handbooks, and employee benefit information.

## Purpose of I.P.D.P.

<http://www.auburncc.org/upload/s880041369057584.pdf>

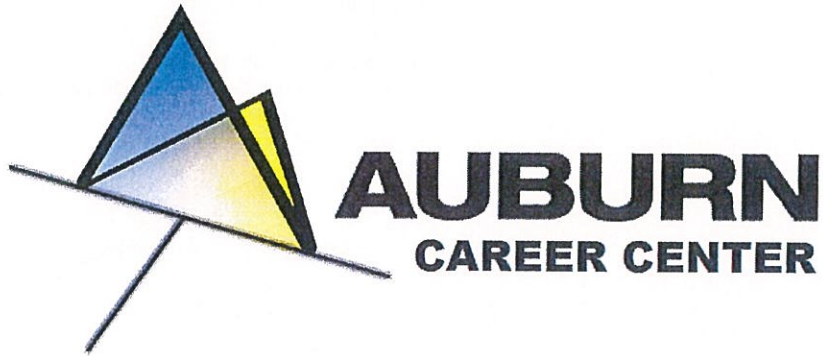
All forms are located in the HR KIOSK which the link is found on the Auburn Home Page ([www.auburncc.org](http://www.auburncc.org))

## OTES Forms

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System>

## Resident Educator Updates

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>



## *Attachment Item #28*

# Approve WKKY Advertising Contract

\*WKKY-FM  
 95 W. Main Street  
 Geneva, OH 44041-1225 USA

Order #: 2698-00020  
 Description: ANNUAL 2016  
 Date Entered: 4/11/2016  
 P.O.#:  
 Salesperson: CB, House  
 Invoice Frequency: Billed at end of Cal Month, Sorted by Date

440-357-7542

AUBURN CAREER CENTER  
 8140 AUBURN ROAD  
 CONCORD, OHIO 44077-9723

**Package Charges**

Start Date	End Date	Station	Description of Charge	Repeated	Qty	Rate	Total
6/1/2016	5/30/2017	WKKY-FM	GENERAL	Monthly	12	1250.00	15000.00

ANNUAL PACKAGE INCLUDES:  
 1000 SIXTY SECOND DAYTIME COMMERCIALS, USED AT CLIENT DISCRETION  
 FOUR EMAIL BLASTS  
 ONE BANNER AD ON WKKY'S HOME PAGE FOR SIX MONTH PERIOD  
 TWO 2 HOUR REMOTE BROADCASTS, AT CLIENT REQUEST  
 TEN SECOND AD IN ROTATION ON WKKY'S STREAM.  
 200 SIXTY SECOND OVERNIGHT COMMERCIALS  
 TWELVE 90 SECOND LIVE INTERACTIVE COMMERCIALS  
 ONE 16X10 SIGN ON ONE SIDE OF WKKY VAN FOR REST OF 2016  
 THANK YOU FOR YOUR BUSINESS.

**Projected Calendar Month Billing Totals for AUBURN CAREER CENTER / 2698-00020 :**

		<u>Spot Count</u>	<u>Net Billing</u>
June	2016	0	\$1,250.00
July	2016	0	\$1,250.00
August	2016	0	\$1,250.00
September	2016	0	\$1,250.00
October	2016	0	\$1,250.00
November	2016	0	\$1,250.00
December	2016	0	\$1,250.00
January	2017	0	\$1,250.00
February	2017	0	\$1,250.00
March	2017	0	\$1,250.00
April	2017	0	\$1,250.00
May	2017	0	\$1,250.00
<b>Total:</b>		<b>0</b>	<b>\$15,000.00</b>

Confirmed & Accepted for \*WKKY-FM By:

Accepted for AUBURN CAREER CENTER By:

Please Sign and Return One Copy



**Trent A. Smith**  
Vice President, Supply Chain

May 20, 2016

Dear Supplier:

As you know, our business is facing significant economic challenges much like the steel, automotive, airlines, and other industries have faced in the past. The economy, market conditions, regulatory and environmental factors are driving up costs while customer demand for electricity is declining.

We are continuing to work with state regulatory agencies to address some of these issues and ensure we meet our commitments to our customers and the states we serve. Many of our business partners such as suppliers, unions and public officials have supported our efforts.

Though FirstEnergy has made significant adjustments to our operations, there is more work to be done, and we need your help. As one of our key business partners, we are asking you to provide six percent price relief on the material and services you provide beginning July 1, 2016. This will help us address near-term challenges while we continue to pursue long-term solutions. Please advise your FirstEnergy Supply Chain representative of your support via return e-mail or by telephone. Timing of this initiative is critical and though value-added opportunities can be discussed, our focus is on near-term cost savings.

Our request is not a reflection of the quality of the material or services your company provides, or of your company's performance as a supplier. You are an integral part of our ability to provide our customers with safe, reliable service while ensuring that we protect the value of our shareholders' investment. Our request is purely an economic necessity during a very challenging time of our industry.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,



Trent A. Smith  
VP, Supply Chain  
trentsmith@firstenergycorp.com