



**ADVANCED
AMERICAN
INSTITUTE**



STUDENT HANDBOOK 2025

JANUARY 1ST TO DECEMBER 31ST

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Advanced American Institute

D I R E C T O R W E L C O M E L E T T E R



Dear Students,

On behalf of the administration and faculty, it is my distinct pleasure to welcome you to the Advanced American Institute.

Since our founding in 2022, the Advanced American Institute has been committed to delivering exceptional education grounded in academic rigor, innovation, and student success. We take pride in fostering a supportive and intellectually challenging environment—one that prepares our students for both professional advancement and lifelong learning.

Our curriculum is designed to reflect the demands of a rapidly evolving world. We integrate the latest technological advancements with proven educational practices, ensuring that each course combines foundational instruction with active participation and practical application. This dynamic approach enables our students to develop both the knowledge and critical skills necessary for today's competitive global landscape.

Your decision to pursue your education at the Advanced American Institute demonstrates your dedication to personal and professional growth. We are honored to be part of your academic journey. As Director of Education, I invite you to engage with me and my team openly—whether to share feedback, ask questions, or seek guidance. You will find that our faculty and staff are deeply committed to supporting your goals and helping you realize your full potential.

We look forward to your contributions to our academic community and wish you every success in the exciting journey ahead.

Sincerely,

Hovhanes Kartounian
Director of Education
Advanced American Institute



Mission Statement

The Advanced American Institute is dedicated to serving diverse communities by delivering high-quality education, hands-on training, and comprehensive workforce development programs. We strive to prepare our students for success by:

- Offering career-focused programs aligned with industry demands
- Teaching practical and professional skills essential for today's job market
- Providing resources and guidance to help students effectively market themselves to employers
- Enhancing employment outcomes through personalized support and career services

Our mission is to empower individuals to build meaningful careers and contribute productively to the economy and society.

Contact Information

If you have any concerns about your program, please speak with your instructor first. If the issue cannot be resolved, you may contact other staff members for further assistance.

ROSTER OF ADMINISTRATIVE STAFF	
Name:	Job Title:
Hovhanes Kartounian (full time)	President & Chief Academic Officer
Amie Garcia (full time)	Chief Administrative Officer & Financial Aid Director/Officer
Gaiane Adamian (full time)	Admission Student Services and Placement Coordinator
Turquoise T Tyler (full time)	Executive Assistant / Human Resource Director
Megri Kartounian (part time)	Human Resource Assistant
Eric Sedrakyan (part time)	Chief Fiscal/Financial Officer

Program Descriptions

English as a Second Language

900 Clock Hours/ 52 weeks

The Advanced American Institute (AAI) offers a comprehensive English as a Second Language (ESL) program designed to enhance students' proficiency in real-world communication. Their curriculum emphasizes a communicative approach, fostering an environment where students engage in meaningful conversations and utilize English in authentic contexts.

ESL Program Structure

AAI's ESL program is structured to cater to various proficiency levels, ensuring that students receive appropriate instruction based on their individual needs. The program includes:

- **General English Courses:** These courses are designed for students who are just starting to learn English, covering basic grammar, vocabulary, and speaking skills essential for everyday communication.
- **Conversation Classes:** Focused on encouraging students to have meaningful conversations and use English in authentic contexts, these classes help build speaking and listening skills, fluency, and confidence.
- **Business English:** This program is designed to enhance communication skills in various business contexts, helping students navigate professional environments effectively.

Instructional Approach

AAI employs a communicative approach to language teaching, emphasizing the importance of interaction and practical usage of English. Students engage in a range of activities, including projects, debates, negotiations, and presentations, to fortify their speaking and listening capabilities while enhancing fluency and self-assurance.

Student Guidelines

Attendance Expectations

- Students must maintain at least **70% overall attendance**.
- Attendance is monitored **weekly** by the Institute Director.
- Missing **30% or more of class hours** will result in **automatic probation**, even without prior notice.
- If attendance **does not improve**, the student may be **dropped from the course**.
- Re-admittance requires **approval** from both the **instructor and College Director**.

Probation Policy

- Missing more than **one-third of class hours** in any level/module leads to **probation** until the end of the next level/module.
- Students on probation receive a **written notification**.

Makeups and Testing

- Students absent for a test may **retake it** at the instructor's convenience.
- **Makeup classes** may be required, subject to instructor and College Director approval.

Tardiness and Early Departures

- **Tardy** = arrival **10+ minutes late**.
- **Early departure** = leaving **10+ minutes early**.
- **Each counts as one hour of absence**.
- A combination of both in one day = **still one hour** of absence.

Note for VA Students only: After the 30 academic probation period, if the students grade is not raised to 70% the VA will be notified and benefits will be interrupted.

Leave of Absence

This policy outlines the rules and conditions for taking a leave of absence from Institute. Here's a summary of the key points:

1. **Limit:** Students can take only **one leave per academic year**, and it **cannot exceed 60 days**.
2. **Process:** The request must be:
 - o **In writing**
 - o Submitted to the Institute **Director**
 - o Include an **anticipated return date**
 - o **Signed** by the student
3. **Failure to Return:** Not returning as scheduled without prior written approval results in **immediate dismissal**.
4. **Refunds:** If applicable, refunds are issued **within 30 calendar days** from the **end of an approved leave**.
5. **Special Considerations:** The Institute Director may grant leaves or waive academic progress standards for major life events (e.g., health issues, family crises), but **graduation requirements cannot be waived**.
6. **Academic Impact:** Time spent on an approved leave **does not count** toward the student's **maximum program length**.

Grading & Evaluation Procedures

Grade reports are issued to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, term papers, and projects as indicated on the course syllabus. The grading scale is as follows:

Letter Grade	Quality Points	Percentage	Indicator
A	4.0	100 – 90 %	Excellent
B	3.0	89 – 80 %	Good
C	2.0	79 – 70 %	Average
D	1.0	69 – 60 %	Below Average
F	0.0	Below 59 %	Failing
I	0.0	-	Incomplete

Conduct

An important part of your training is the development of professional attitude and behavior. Prospective employers seek employees who will be positive additions to their companies. Learning how to communicate and deal with different situations, coping with frustration, skills to solving problems, disciplining oneself and dressing professionally are just a few of the ingredients that go into the makeup of a "professional". In these areas we have high standards because we are committed to preparing our students for the highest expectations of employers.

Classroom Etiquette

Students should remain in class until their break time and/or until class is dismissed. When Instructors or guest speakers are talking, students should refrain from talking among themselves. Your cell phones should be set to silent, vibrate, or turned off. Disruption of class or patient care to answer the phone is both discourteous and unprofessional. You should not receive phone calls during class time unless it is an emergency. In case of an emergency, you should step outside the classroom where others cannot hear to answer the call.

Disruptive and/or rude behaviors are unprofessional and will not be tolerated in the learning environment. Repeated incidents of any disruptive or discourteous behavior may lead to termination from the medical assistant program.

The good habits and reputation you establish here will help you in your future employment. The following behaviors are subject to immediate dismissal from the premises and/or termination from the program:

- Any type of dishonesty, including cheating, plagiarism, knowingly furnishing false information to institution, forgery, alteration or use of institution identification documents with the intent to defraud.
- Harassment or disruptive behavior
- Physical or verbal abuse of any person on school premises or at school-sponsored or supervised functions.
- Theft of school property or damage to school premises or to the property of a member of the school community on the school premises.
- Failure to comply with directions of school officials acting in the performance of their duties.
- The use, possession, or distribution of alcoholic beverages, controlled substances, firearms, weapons, explosives and/or dangerous chemicals on school premises.
- Any violation of Federal, State or local law on school premises or at school sponsored functions.

Dress Code

Students are expected to present a professional, clean appearance and demeanor in all program related activities on the Institute campus and on the externship site.

You also must follow the guidelines below at all times:

- Uniforms are to be clean and pressed each clinical day and shoes are to be polished/clean.
- Hair is to be clean, short or pulled back and contained completely of the neck and shoulders so that it does not fall forward.
- Hair color should be within the natural color range (blondes, browns, blacks, grays)
- Sideburns, mustaches and/or beards are to be clean, short and neat.
- Fingernails are to be short and clean. Nail polish and artificial nails are prohibited.
- Avoid strong fragrances or odors

The following are considered unprofessional and are not allowed during class or any clinical activity:

- Jeans
- Sweatshirts, sweat pants, shorts and tee-shirts
- Tight clothing, including leggings and spandex
- Sheer fabrics
- Revealing styles such as low necklines, short dress or skirt lengths
- Exposed midriffs or high slit skirts
- Visible body piercing except small earrings
- Visible tattoos
- Gum chewing

NOTE: Students not meeting the Uniform/Dress Code and Personal Appearance standards will be directed to leave the classroom/clinical lab until properly attired.

Current Contact Information

Students are *required* to submit up-to-date addresses, home and cell phone numbers, and email addresses to Registrar when they enroll. Your contact information must be kept current at all times throughout the program. Not only do clinical facilities require this, but also our faculty and staff must be able to contact you immediately about matters related to the clinical or classroom portion of your program.

Alcohol and Substance Abuse Policy

Our students have a professional/ethical responsibility to protect clients in the clinical setting, and to take their job seriously. Under the Alcohol and Substance Abuse Policy, a student may be required to submit to substance abuse testing. If the student violates this policy, the student may be suspended or terminated. If the student is terminated, requests for readmission will be handled on a case-by-case basis. Readmission to the program is not guaranteed.

Complaint & Grievance Procedures

It is expected that minor differences can be resolved without alternative to the process listed below. Nevertheless, there may be situations where a more formal process may be necessary. This process is planned to settle disagreements through mediation and reasoned discussion. It is not intended to displace the faculty or staff process, the administrative rules of the Institute or any provisions of the collective bargaining agreement between the faculty or staff member and the Institute or any other appeal/grievance already existing within a department. Usually the resolution of a complaint or grievance involves resolution of the problem/issue; not punishment of those involved. Faculty or staffs who intend to file a complaint or grievance must follow the instructions below.

Procedures for Complaints or Grievances Not Discussed Below

More formal alternative procedures exist for situations such as when faculty or staff are incorrectly denied certain privileges, incorrectly has money withheld by the college, is charged with an offense under the code of conduct, is alleging unfairness on the basis of race, national origin, religion, gender, sexual orientation, age, disabling condition or marital status, or is alleging sexual harassment. For more formal procedures, relating to such situations, consult the Affirmative Action Plan, Sexual Harassment Policy, Consensual Relationships Policy, Code of Conduct, Contested Case Procedures, or contact the Academic Standards Committee, the Affirmative Action Officer, or the Office or HR Director.

Definitions

A) Informal Complaint: An informal complaint is defined as an issue that Faculty or staffs have with a staff member, administrator, or department or program of the Institute.

B) Non-Academic Grievance: A non-academic grievance occurs when a **Formal grievance form** has been filed because a Faculty or staff member believes that he/she has been dealt with arbitrarily, unfairly or in ways which violate established laws, rules, policies or procedures, or past practices by the Institute as a whole or any unit or agency or function thereof and in a manner that has caused actual harm to the faculty or staff member.

C) Complainant/Grievant: A complainant/grievant is an individual who believes his/her rights have been violated. **(Fill out a complaint form in conjunction with the formal grievance form)**

D) Respondent: A respondent is an individual who is the subject of the grievance or complaint, if applicable.

E) Appellant: An individual who is filing an appeal.

F) Appeal: The resolution of a non-academic grievance may be appealed. Appeals must be based on the issue of substantive or procedural errors which are prejudicial to impartial consideration of the case.

G) Confidentiality: It is understood that committee members, faculty, staff, and administrators involved in the discussion of complaints or grievances will maintain professional standards of confidentiality. Employees should be aware that every effort will be made to maintain confidentiality; however, Institute officials may be obligated to disclose information to law enforcement or other agencies as required by law.

Informal Complaints

A) Resolving a Non-Academic Informal Complaint

The faculty or staff member must first discuss and attempt to resolve the issue with whomever the issue arose, if at all possible. Please note, this requirement does not apply in cases of alleged sexual harassment, sexual misconduct or discrimination. In those cases, the faculty or staff member should contact the Affirmative Action Officer for guidance. In the event that such an informal discussion is not possible or the issue is not resolved, then the faculty or staff member should contact the HR Director / HR Department, or designee to try to reach an informal resolution. The faculty or staff member must initiate a complaint no later than thirty (30) work days after the alleged incident. The HR Director / HR Department receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their Institute assigned email address within fifteen (15) work days of receiving the complaint.

B) Initiating a Grievance

If the complaint is not resolved informally and the faculty or staff member wishes to continue the process, the faculty or staff member must present a completed **Formal Grievance form** (copies are provided in the HR Office and discussed in hiring process) to the HR Department. Prior to any grievance action, the complainant(s) must attempt to obtain a satisfactory resolution through the Informal Complaint process. A grievance petition must be filed no later than thirty (30) work days after the notice of informal complaint resolution decision, or if no decision was issued, no later than thirty (30) work days after the applicable decision deadline.

C) A Grievance Petition

A Grievance Petition must be in writing and contain:

1. The grievant(s)'s name, student identification number (if applicable), and contact information, including email address
2. The name(s) of the respondent(s)
3. A detailed description of the nature of the grievance and the actual harm suffered by the student
4. A detailed description of attempts at informal resolution
5. A detailed description of the relief sought
6. Signature of complainant(s)
7. Date of grievance submission

Appeal

A) Initiating an Appeal

A faculty or staff member may submit an appeal to the HR Department within ten (10) work days of the notification of the grievance decision, or if no decision was issued, no later than ten (10) work days after the applicable decision deadline. The specific grounds to be addressed are:

- a) Were the procedures of the policy followed?
- b) If a procedural error occurred, were the rights of the grievant violated to the extent that a fair review was not conducted?
- c) Was the review conducted in a way that did not permit the grievant adequate notice and opportunity to present facts?
- d) Was the information presented during the review sufficient to justify the decision reached?
- e) Was there relevant information existing at the time of the review that was not discovered until after the review that is sufficient to alter a decision?

B) The Appeal Form

An appeal must be in writing and contain:

1. The appellant(s)'s name and contact information, including email address
2. A detailed description of the nature of the appeal
3. A copy of the findings of the complaint review/hearing and supporting documents
4. The specific grounds supporting the appeal. This must be one of the criteria listed in Section IV (A), above.
5. A detailed description of the relief sought
6. Signature of appellant(s)
7. Date of grievance submission

C) The Appeal Process

To file an appeal, the faculty or staff member must submit a completed **appeal form** to the Colleges HR Department. The appeal will be reviewed within fifteen (15) work days of receipt. HR will notify the complainant(s), respondent(s) and appropriate college, dean, director, administrator, or designee of the decision, in writing via their email addresses, within ten (10) work days of their decision. In the event of an appeal, no less than five (5) members of the HR committee must be present to hear the case. In the event of a split vote the appeal is denied. Except as the HR Committee determines necessary to explain the basis of new information, an appeal is limited to a review of underlying decision, the file supporting the decision as provided by the decision-makers and any statement supporting the appeal submitted by the appellant:

- a) To determine if the grievance procedures policy and investigation was conducted fairly in light of the complaint and grievance made and information presented and giving the appellant(s) a reasonable opportunity to present information. A deviation from procedures

required by this policy will not be a basis for sustaining an appeal unless significant prejudice of impartial consideration of the case results.

- b) To determine whether the decision reached regarding the matter was based on substantial information, that is, whether there were facts that, if believed by the Institute president, were sufficient to support the grievance decision.
- c) To consider new information sufficient to alter a decision or other relevant facts not brought out in the original complaint or grievance, but only if such information or facts were not known to the grievant at the time of presenting the grievance.

If the HR decision making Committee overrules a decision in whole or in part, it may:

- a) Modify the decision; or
- b) Remand for further proceeding.

No appeal shall be allowed unless the appellant cites specifically to the grievance record and states with specificity the grounds under which the appeal shall be allowed. Any appeal submitted that does not include the required information will be dismissed without review.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities. The ADA also establishes requirements for telecommunications relay services.

The Department of Labor's Office of Disability Employment Policy (ODEP) provides publications and other technical assistance on the basic requirements of the ADA. It does not enforce any part of the law.

In addition to the Department of Labor, four federal agencies enforce the ADA:

- The Equal Employment Opportunity Commission (EEOC) enforces regulations covering employment.
- The Department of Transportation enforces regulations governing transit.
- The Federal Communications Commission (FCC) enforces regulations covering telecommunication services.
- The Department of Justice enforces regulations governing public accommodations and state and local government services.

Another federal agency, the Architectural and Transportation Barriers Compliance Board (ATBCB), also known as the Access Board, issues guidelines to ensure that buildings, facilities, and transit vehicles are accessible and usable by people with disabilities.

Two agencies within the Department of Labor enforce portions of the ADA. The Office of Federal Contract Compliance Programs (OFCCP) has coordinating authority under the employment-related provisions of the ADA. The Civil Rights Center is responsible for enforcing Title II of the ADA as it applies to the labor- and workforce-related practices of state and local governments and other public entities.

STUDENT SERVICES

Student Parking

Student parking is available in areas adjacent to the school buildings. Advanced American Institute is not responsible for parking violations, property theft, property damage, etc. Please keep vehicle locked at all times. Please follow all posted parking signs. Advanced American Institute is not liable for parking tickets you may incur as a result of failing to follow parking signs or regulations.

Special Instructional Assistance

Students who have occasional difficulty with study are urged to seek assistance from their Instructor. Additionally, tutoring is available outside of normal class time. Contact your Instructor or the Director of Education for more information.

Guidance

Advanced American Institute provides guidance services for students depending on their individual needs. Assistance in program selection and career planning is available at the student service department. Students encountering problems which interfere with their education are encouraged to bring these problems to attention of their Instructor or the Director of Education. Advanced American Institute also offers referral services through local agencies. If you are experiencing any personal or academic difficulties, you must take the initiative to ask for assistance from your Instructor or the Director of Education. We are here to help you.

Self-Care

If you are unhealthy, it will affect your academics and your attendance. Therefore, you are expected to take good care of your health throughout the program for your success in school. By pursuing education, you have made an investment in yourself!

Satisfactory Progress

Satisfactory attendance is critical for your success. The other part is your academic success. If you fall below the school's standards for your attendance or grades, you may be in danger of termination. Therefore, if you think there might be any problems that would hurt your attendance or grades, please contact your Instructor or the Director right away.

Therefore, once you are enrolled, if you are having difficulties please communicate your problems with the School so that we can work to resolve them.

It is important that you **keep your contact information up to date** in case of emergencies, class cancellations, or any correspondence regarding job leads. **If any of your contact information changes, please inform our Student Services Coordinator.**

Financial Aid

The students of Advanced American Institute have access to the following forms of financial aid.

- **Workforce Investment Act (WIA):** California's Eligible Training Provider List (ETPL) was established in compliance with the Workforce Investment Act (WIA) of 1998 and amended by the Workforce Innovation and Opportunity Act (WIOA) of 2014 to provide customer-focused employment training resources for adults and dislocated workers. Training providers who are eligible to receive Individual Training Accounts (ITAs) through WIOA Title I-B funds are listed on the ETPL. The WIOA ETPL Policy and Procedures issued in November 2015, governs the operation of the ETPL in California. California's statewide list of qualified training providers offers a wide range of educational programs, including classroom, correspondence, online and apprenticeship programs. To verify that Advanced American Institute is an approved Certified Training Provider for WIA funding, please visit site below.
https://apps.twc.state.tx.us/PROVIDERCERT/dispatcher?link=HREF&pageid=APP_HOME
Phone: 1-800-758-0398, Email: CalJOBS@edd.ca.gov
Website: <http://www.cde.ca.gov/sp/ae/fg/wia14.asp>
- **Employment Training Panel (ETP):** The Employment Training Panel (ETP) provides funding to employers to assist in upgrading the skills of their workers through training that leads to good paying, long-term jobs. The ETP was created in 1982 by the California State Legislature and is funded by California employers through a special payroll tax. The ETP is a funding agency, not a training agency. Businesses determine their own training needs and how to provide training. ETP staff is available to assist in applying for funds and other aspects of participation. Under its core program, ETP can only fund training for employers that are subject to paying the Employment Training Tax. The core-funded ETP Program is supported by this tax. Single Employers subject to the Unemployment Insurance tax and having a California Employer Account Number (CEAN) with a prefix of 699 or lower. Groups of Employers, including Chambers of Commerce, Joint Apprenticeship Training Committees, Trade Associations or Economic Development Corporations. Phone: 818-755-1313, Email: elizabeth.jones@etp.ca.gov
Website: <http://www.etp.ca.gov/>
- **Post 911 GI Bill:** If you have at least 90 days of aggregate active duty service after Sept. 10, 2001,

and are still on active duty, or if you are an honorably discharged Veteran or were discharged with a service-connected disability after 30 days, you may be eligible for this VA-administered program. Whether you want to apply your GI Bill benefits to Institute classes or an on-the-job training program, the GI Bill Comparison Tool will help you make the most of them.

For approved programs, the Post-9/11 GI Bill provides up to 36 months of education benefits, generally payable for 15 years following your release from active duty. Institutions of higher learning participating in the Yellow Ribbon Program may make additional funds available for your education program without an additional charge to your GI Bill entitlement. The following payments may also be available:

- Monthly housing allowance
- Annual books and supplies stipend
- One-time rural benefit payment

Phone: 1-888-GIBILL-1 (1-888-442-4551) OR 1-855-225-1159

Website: <http://explore.va.gov/education-training/gi-bill>

General Crisis Response Guidelines

1. Call 911 in matters of life and death or if you are uncertain about the severity of a situation.
2. Building security should be contacted concerning all safety and safety-related issues as soon as possible during times when administration is not available.
3. The nature of an incident will determine which members of the crisis management team will respond. This may include the school director, the director of education, or the admissions manager.
4. The school director is the only person who shall have contact with the media regarding crisis incidents. All inquiries by media shall be directed to the school director. Students shall be advised not to talk to the media.
5. Incident Report Forms will be completed and filed for incidents. The receptionist will maintain copies of completed incident reports.

Emergency Phone Numbers

School Director's Office: 727-533 3222

Utilities

Gas 1-800-427-2200

Electricity 1-800-990-7788

Police 911

Fire 911

Emergency Care

Valley Presbyterian Hospital (818) 782-6600

Crisis Management Personnel

School Director (818) 855-4670

BIOHAZARDS

Exposure to Bodily Substances

Crisis: Employee or student is exposed to blood, vomit, or other potentially infectious substances.

Crisis Management Outline:

Universal precautions will be observed by all Medical Skills for Life Institute employees to prevent contact with blood and other potentially infectious materials. Under circumstances in which the differentiation between body fluid types is difficult or impossible, all body fluids will be considered potentially infectious. The underlying concept of universal precaution is that all fluids are considered to be infectious.

Latex glove use is required with any contact with persons or contaminated articles in which direct exposure to blood or other body substances may be anticipated. Gloves must be removed immediately or as soon as feasible after contact and followed by a 10-second hand wash. Gloves are located in the lunch area, in Medical Assistant classrooms, and in the cleaning supplies storage area.

Location of first aid kits:

- Lunch Area
- Medical Assistant Classroom
- ✓ Blood and body substances must be promptly cleaned up by gloved personnel using a bleach solution.
- ✓ Equipment contaminated with blood or other potentially infectious substances must be cleaned and decontaminated with a bleach solution immediately or as soon as feasible.
- ✓ Bloody gauze, gloves and clean-up materials must be disposed of in a plastic bag. Dispose directly into the dumpster.
- ✓ Sharp items must be considered as potentially infected and be handled with extraordinary care to prevent accidental injuries.
- ✓ Notify the receptionist if hypodermic needles are found. They shall be handled carefully with tongs and gloved hands and wrapped in a towel to be placed in a sharps container located in Medical Assistant classroom.
- ✓ An Accident/Injury form must be completed.

Biochemical/Hazardous Material/Radiation

Responsibility of Discovering Personnel

- ✓ Isolate the item in question by securing the area.
- ✓ Contact emergency personnel by dialing 911.
- ✓ Contact onsite security if available when a crisis management team member is not available.
- ✓ If applicable, implement Building Evacuation Procedures.

Suspicious Mail/Package

CRIMES AGAINST PERSON(S)

Sexual Assault

Crisis: A sexual assault occurs on school property.

Crisis Management Outline:

- ✓ If the assault is witnessed, do not attempt to interfere or apprehend the assailant. Call 911 immediately!
- ✓ The person assaulted or who knows of the incident shall contact security if no crisis management team member is available. Call 911.
- ✓ Crisis management team members may assist a student in reporting violations at a student's request.
- ✓ If the alleged perpetrator is a student, the School Director shall be notified for further investigation and disciplinary action.
- ✓ Counselors will be made available to assist and provide counseling, emotional support and referral to local hospitals crisis programs and sexual assault program.
- ✓ Depending on the circumstances of the incident, the crisis management team may prepare a statement.

Long Term/Prevention:

- ✓ Ongoing training on sexual assault awareness, prevention, and procedures for staff, faculty, and students.
- ✓ Awareness/educational programs to promote awareness and prevention of rape and other sexual offenses.

Violent Incident on School Property

Crisis: A violent incident such as gunfire or stabbing occurs on school property.

Crisis Management Outline:

- ✓ Do NOT attempt to apprehend or interfere with the assailant(s).
- ✓ 911 shall be called by the first person that is aware of the incident.
- ✓ Security shall be notified if no crisis team member is available.
- ✓ The police will determine the course of action to take to ensure the safety of those in the vicinity of the incident. If evacuation is necessary, no one else is allowed without police authorization.
- ✓ All communications with authorities will be made through the School Director.
- ✓ The School Director will identify key personnel to assist with authorities.
- ✓ A copy of the floor plan will be provided to police.
- ✓ If the situation involves an assailant on the grounds, key personnel will initiate an evacuation of the building.
- ✓ The School Director will instruct the Receptionist on how to respond to phone calls regarding the situation.
- ✓ The School Director will handle all media inquiries. Staff, faculty and students will be instructed to NOT talk to the media.

Once the immediate crisis is resolved:

- ✓ For any person *indirectly* affected by the incident: Dismissal will occur after an official announcement is made regarding what happened.
- ✓ For those *directly* affected by the incident: Groups consisting of no more than 20 people will be counseled and interviewed by a crisis response team.
- ✓ If injuries and/or death are involved:
 - Family members of all casualty victims are notified as soon as possible. The School Director will coordinate this communication.
 - Follow procedures under "Medical Emergency" and/or "Death of Student/Employee."
- ✓ The Director will set up a designated phone line for those that are calling for information.
- ✓ Review security measures.
- ✓ The Director will file an incident Report Form.
- ✓ Faculty and staff will be advised by the counselors to identify and refer those students or employees at high risk for depression. These may include relatives and close friends of the deceased, students with a history of depression or suicide attempts, or classmates who have witnessed or come upon the scene of the death.

Long Term

- ✓ Periodic mandatory de-briefing meetings with those directly affected by the incident by outside resources.
- ✓ Continued identification of high-risk students and referrals to counselors.
- ✓ Provide ongoing instructions for students and employees who will be giving testimony or depositions.

Weapon on School Property

Crisis: Student, employee, or visitor has a weapon, such as a gun or knife on school property.

Crisis Management Outline:

Cautionary Note: Any situation involving a weapon is potentially dangerous. It is important to assess the individual's mental status before and during a confrontation and proceed with caution!

Non-threatening situation: Possession of weapon is noted, perhaps seen in a person's pocket or backpack.

- ✓ The individual aware of the weapon possession reports the situation to the School Director or any crisis management team member.
- ✓ Only a crisis management team member, security or the police should confront the individual with a weapon.
- ✓ If the individual is a student or employee, he/she will be asked to remove the weapon from the premises. If the person is a visitor, he/she will be escorted out of the building.
- ✓ If the individual declines to remove the weapon for the premises, the police will escort the individual from the premises.
- ✓ The School Director will take disciplinary action immediately.

Threatening situation: A weapon is shown in a menacing manner on school property.

CAUTION: Staff and Students are discouraged to attempt or try to apprehend or interfere with the person with the weapon

- ✓ Attempt to retreat discretely and assist others to do likewise.
- ✓ As soon as safely possible, call 911. Provide the emergency personnel with your name, location, and information about the situation including type of weapon, physical description and mental state of the person with the weapon.
- ✓ Notify the Receptionist, security and a crisis management team member of the situation, and location to assist with direction emergency personnel.

Incidents Involving Substance Abuse: Under the Influence

Crisis: A person is acting intoxicated, high or impaired while on school property.

Crisis Management Outline:

- ✓ In all cases, an assumption must not be made about the reason for the condition. The person observing the situation needs to gather as much information as possible and shall address any concern about observable behavior.
- ✓ If the nature of the impairment is unknown, a drug hotline shall be contacted.
- ✓ Someone impaired or acting under the influence of a substance shall not be permitted to stay in the building. They will be asked to leave by the staff member observing the impairment. If the individual drove him/herself to the school call a taxi service. If the individual is cooperative but appears to be potentially dangerous to him/herself or to others due to the impairment, call the police. If the individual is uncooperative call the police.
- ✓ The witnessing staff or faculty member will complete the Incident Report Form in as much detail as possible and submit it to the School Director.
- ✓ Disciplinary action will be taken immediately.
- ✓ Counseling service will be arranged and the school will pay for the first visit.

Long Term/Prevention:

- ✓ Ongoing training to be provided for staff, faculty, and students about InfoTech Career College Drug-Free Environment Policy and how to handle situations, consequences, or infractions.
- ✓ Ongoing awareness programs on substance abuse issues particular among college students to be offered.

Emergency Evacuation Plan

Crisis: A fire, bomb threat, hazardous materials leak, earthquake, tornado or other emergency requires evacuation of the campus building located at 3110 South Rainbow Blvd Suite 104 Las Vegas Nevada 89146

Crisis Management Outline:

- ✓ Stay calm. Stop work immediately. Grab your valuables but do not pack up work supplies or work in progress.

- ✓ Follow directions from the nearest faculty or staff member for exiting your area. Exit building using nearest exit.
- ✓ Physically challenged individuals shall be assisted with evacuation by designated staff. After evacuation is complete, individuals shall move a minimum of 100 feet from the building.
- ✓ Do not re-enter the building until emergency personnel give the "All-Clear."
- ✓ Emergency routes are posted throughout the building to ensure a safe and timely evacuation.
- ✓ If evacuated, no one is allowed back into the building until the authorities have deemed the property safe.
- ✓ The crisis management team will develop a public statement.
- ✓ All crisis management team members shall complete an Incident Report Form.

Emergency Evacuation Contingencies: Relocation

Crisis: The crisis is such (fire damage, explosion, earthquake, no power, etc.) that students may not return to the school building following the evacuation.

Crisis Management Outline:

Short-term (0-48 hours):

- ✓ If there are injuries immediately transport injured parties to the local hospital via ambulances and other emergency vehicles. First-aid trained employees may provide some first aid on-site. A crisis team member will maintain a list of students and employees transported from the site by emergency personnel.
- ✓ Establish an Information Center on site where information can be gathered and dispersed. Under the direction of the crisis management team information will be released to the public, family and the press.
- ✓ The crisis management team will create and distribute an information sheet with instructions to students and employees regarding what they need to do in the immediate future. (i.e., stay in the area until further instructions are received, check in with the information center, go home, etc.). Use megaphones when necessary.
- ✓ Depending on the condition of the building, the crisis management team will set up a "Retrieval Unit" which will allow a controlled number of evacuees to gain entrance to the building and be escorted to their classrooms/offices to retrieve their belongings. This unit would be staffed with a crisis team member.
- ✓ Telephones will be made available to enable all employees to contact home/family.
- ✓ The police/fire may close down access to the building with the exception of emergency personnel. In this event, MSFLI will hire additional security to protect/and or secure any salvageable materials.

If the emergency is such that the evacuees cannot return to their homes:

- ✓ If the emergency services (Fire & Police) responded to the crisis, they may provide resources for the emergency needs. If needed, call 911 for additional resources.
- ✓ The crisis management team will assist with finding lodging for evacuees. Review options for temporary lodging for displaced evacuees. Encourage those who live a short distance from the school to provide lodging for those who cannot get home immediately.
- ✓ Have those evacuees who cannot get home, report in with a crisis management team member. Require them to give their name, address, phone numbers, and other contact information and record where they will be staying. This information may be used to account for evacuees' whereabouts.
- ✓ Appropriate personnel will check for safety conditions such as gas, water, down electrical lines and shorts, sewage leaks, turn off appropriate utilities; check for building damage and potential safety problems after shocks.
- ✓ Clean up dangerous spills.
- ✓ Wear shoes.
- ✓ Turn on battery-powered radios and listen for instructions from public safety agencies.
- ✓ Don't use the telephone except for emergency use.

- ✓ Follow steps outlined in “Emergency Evacuation Contingency” should evacuation of people be necessary.
- ✓ Using media statements prepared by the crisis management team, provide information to parents/family on relocation of students, and reassure them that everything is under control.

After the Crisis (48 + Hours):

- ✓ Use e-mail and voice mail for announcing programs that help ease emotional distress.
- ✓ Continue public service-related programs for two weeks following the event.
- ✓ Provide counseling services to those students/faculty/staff who may have lost a friend or significant other and/or utilize bereavement services arranged by the crisis management team.
- ✓ The School Director will hold an all school meeting as soon as possible to give accurate information, get suggestions and provide next steps.

Fire

Crisis: A fire is discovered in the school building.

Crisis Management Outline:

- ✓ Upon discovering the fire shut the door to where the fire is located.
- ✓ Use your best judgment and, if the fire is small you may wish to fight it with a fire extinguisher or a building fire hose. Be sure you are using the proper extinguisher for the type of fire you are fighting. If you are not sure read the instructions on the extinguisher.
- ✓ Call 911.
- ✓ If the fire is large or spreading rapidly, immediately sound the building alarm Evacuate the building immediately. Inform others in the building who may not have responded to the alarm to evacuate immediately. If the alarm stops, continue to evacuate. Warn others not to enter the building after the alarm stops.
- ✓ If time permits, collect valuable and lock files and office doors before leaving. Walk! Do not run to the exits. Follow Emergency Evacuation Plan.
- ✓ If you have mobility impairment, request assistance from those nearest to you.
- ✓ Notify either safety personnel or firefighters on the scene if you suspect someone may still be inside the building.

Gas Leak

Responsibility of Person Discovering:

- ✓ Notify a crisis management team member or security.
- ✓ Alert people in the vicinity.
- ✓ If safe to do so ventilate the area.
- ✓ Evacuate the area.
- ✓ If possible isolate any ignition source in the area (flames, sparks, etc.).

Bomb Threat

Crisis: A bomb threat is called into the school or a possible bomb is located on the premises.

Crisis Management Outline:

Bomb Threat Received by Telephone:

- ✓ All bomb threats shall be taken seriously.
- ✓ The person receiving the phone call should remain calm and attempt to keep the caller on the phone as long as possible to collect as much relevant information as possible. If possible, alert another employee about the situation so that they can call 911 while the caller is on the line.
- ✓ Listen to the caller and ask the following questions.

- "Where is the bomb located?"
 - "When will it explode?"
 - "What does the bomb look like?" (Color, Contents, Size, Shape, Etc.)
 - "What kind of bomb is it?"
 - What will make it go off and when?"
 - "Why are you doing this?"
 - "Who are you?"
- ✓ Listen for any characteristics that could describe the caller's voice (age, sex, and nationality), mannerisms, and emotional state. Listen for background noise (traffic, music, other voices, etc).
 - ✓ Immediately call 911, give your name, location and phone number to the police. Inform them of the situation including any information you may have as to the location of the bomb, time it is set to explode, time you received the call, etc.
 - ✓ Contact the School Director. In his/her absence, contact any crisis management team member.
 - ✓ The crisis management team will order the evacuation of the building.
 - ✓ Once evacuated, no one will be allowed back into the building until the authorities have deemed the building safe.
 - ✓ The School Director will develop a public statement. In the absence of the School Director, a crisis management team member will fill in.

Death

Death of an Employee

Crisis: A Medical Skills for Life Employee dies.

Crisis Management Outline:

- ✓ The person aware of the employee's death immediately notifies a crisis management team member.
- ✓ The school sends flowers to the family.
- ✓ The School Director in conjunction with the crisis management team will immediately prepare a memo to the faculty and staff regarding the employee's death. Depending on circumstances, a public statement may be prepared.
- ✓ If the deceased was a faculty member, the School Director will notify students of the instructor's death. A counselor will accompany the School Director.
- ✓ The School Director will arrange for the deactivation of voicemail and e-mail of the deceased. Confidential, corporate, sensitive information will be removed from the office or cubicle and any personal items will be delivered to the family in person, if possible.
- ✓ The School Director will remove company property from the employee's home.
- ✓ The school will notify insurance plans, gather information for the family of the deceased including life insurance, retirement plan beneficiary, and distribution processes.
- ✓ The crisis management team will determine the appropriateness of a school-sponsored memorial service for the employee.
- ✓ Counselors will be made available for staff and employees.
- ✓ If the death is sudden, unexpected, the result of violence or suicide, group debriefings may be warranted. The crisis management team will make the proper arrangements for these meetings.

Death of a Student's Family Member

Crisis: Information is received at the school that a student's family member has died or is dying.

Crisis Management Outline:

Per phone call: If a phone call with information about a family member's death or impending death is made to the school:

- ✓ Forward the call immediately to the School Director. If he is unavailable, forward it to any crisis management team member.
- ✓ A Counselor will be contacted and:
 - He/she will get as much information as possible about the family member.

- He/she will contact the student immediately and assist them with contacting the appropriate person(s) to get the information privately.
- Assist the student with emotional support as needed. The Counselor may also assist the student with making arrangements for getting home, etc.

In-person notification: If a family member comes to the school to notify of the death or impending death of a family member.

- ✓ Arrange for notification to occur in a private office. Ask the family member if having a Counselor present is desired.
- ✓ Notify a crisis management team member.
- ✓ A Counselor may assist the student with emotional support as needed.

Death of a Student

School Director is to:

- ✓ Verify the deceased student has been properly identified.
- ✓ Verify notification of family. If it is not possible to notify the family in person, notify the hometown police and clergy before telephoning the family. If time permits, ask the family physician or clergy if there is any medical problem within the family that would be reason to withhold or delay notification until a physician is nearby. Initial notification should impart only the essential information. All contact information will be given so the family member can have further contact with one individual at the school.
- ✓ Inform the crisis management team if there is a student with a similar or identical name. If so, the school will ask that student to call friends/family so they will not be alarmed. The School Director will have all contact with the media.
- ✓ The crisis management team will work to develop a public statement.
- ✓ The crisis management team will notify:
 - The Students Instructor
 - The Director of Education
- ✓ The crisis management team will determine who will serve as a host if the student's family comes to the campus.
- ✓ Consider the appropriateness of a school sponsored memorial service.
- ✓ Be prepared to explain to the family (a) any local or state ordinance involving autopsies, death certificates, bank accounts, or moving of the deceased. (b) Institutional policies on tuition refunds. (c) How memorial scholarships are established. (d) What costs (School Name) will cover. (e) Institutional policy concerning posthumous certificates of completion.
- ✓ Continue to target and monitor potential risk.
- ✓ Do a series of "check backs" with the family of the deceased for the next 18 months?

Accident/Injury/Crime Incident Report

Name: _____ Dept.: _____

Date & Time of Incident: _____

Location of Incident: _____

How the Incident Occurred: _____

What Action Was Taken? _____

Was Medical Attention Provided? _____

Additional Comments: _____

Victim: _____ Date: _____

Faculty or Staff Member Present: _____

Date This Form Was Submitted: _____

Crisis Assessment Form

Crisis Management Information: Crisis Assessment Form for crisis management team intervention services.

Date of Incident: _____

Describe Incident: _____

1. Is this incident highly stressful for those involved? _____
2. Did the incident happen in the workplace? _____
3. How many employees were killed? _____
4. How many students were killed? _____
5. How many others were killed? _____
6. Was anyone badly injured? _____
7. How many employees were badly injured? _____
8. How many students were badly injured? _____
9. How many others were badly injured? _____
10. Is there any continuing threat to life? _____
11. Is there any continuing threat to security or safety? _____
12. How many people witnessed the event? _____
13. Is there blame towards management or signs of outrage? _____

Assessment: If you answered, "YES" to number 1, and also answered positively to any of questions 2-7, immediately mobilize the crisis management team.

Keep this form in front of you, as many of these question will need to be discussed when the crisis management team is mobilized and the authorities are contacted.

If professional intervention is indicated, it is most effective if provided within 12 to 72 hours post-incident. The school will only use an experienced crisis mental health specialist.

Crisis Management Information: Individual Crisis Information Form

Instructions: Please fill out the complete form. This form is designed to provide useful information in helping you and assisting others. Please sign this form and let the school know how we can reach you.

1. Were you injured in anyway? If yes explain. _____

2. How were you involved in the incident? _____

3. Were you directly involved? _____
4. How long were you on the scene? _____
5. Do you have friends who were casualties? _____
6. What are your needs or concerns now? _____

7. Who are you MOST concerned about now (Why)? _____

8. What would you like to communicate to the school crisis management team? _____

9. Would you like to speak to a Counselor? _____
10. Where can you be reached for the next 48 hours? _____
Name: _____
Phone: _____
Address: _____

Comments: _____

Stress Handout

Understanding Traumatic Stress Reactions

A Handout for Employees

- ✓ You or someone you care about has been closely involved with a traumatic event. As a result you may be having stress reactions. These reactions and feelings are normal.
- ✓ Traumatic stress reactions may be mild or they may be strong. But, they are normal.

“What are the common stress reactions?”

- ✓ You may be feeling tired or exhausted. You may have headaches. It might be hard for you to sleep and you may have bad dreams or nightmares. You may not feel hungry.
- ✓ You may feel confused or have trouble concentrating. Some other reactions are feeling afraid, feeling nervous, or helpless. Feeling sad or depressed is normal too. You may keep thinking about the event over and over, even when you don't want to.

“When will I feel these things and how long will it last?”

- ✓ They may begin soon after the traumatic event. As time passes (several days or weeks), the stress reactions will get weaker, and your stress reactions will happen less and less often.
- ✓ The time it takes to heal completely will vary. Much like the flu, your stress reactions must run their course. Just remember your feelings are normal and they will ease in time.

“What can I do to feel better?”

- ✓ Time will help. Talking thing out will help. Talk it out with loved ones, co-workers, friends, clergy, or a Counselor.
- ✓ Let the stress reactions flow through you. Fighting against them will only increase the stress. Remember stress is normal after a traumatic event.
- ✓ Eat healthy food, take relaxing walks, exercise, get plenty of rest and remember to talk to people who care about you.

“What if I begin to feel worse?”

- ✓ If your reactions get worse, it doesn't mean you are weak. It just means the event was so strong it pushed you beyond your normal coping ability. If things do get worse seek professional help.

Sample Announcements

Student Death

Please be advised that one of our students (Name), passed away on (Date). (Name) was a student in (Program of Study). Counseling is available to students and staff. A formal announcement will be made at a later date with information about memorial services.

Employee Death

It is with great sorrow that we inform you that (Name) has died. (Name) served as (Position) at (School Name) for (#) years. Memorial services have yet to be determined.

(School Name) is offering Counseling to students, staff and faculty during this difficult time. If faculty or staff is concerned about a specific individual, please advise any member of the crisis management team.

Family Educational Rights and Privacy Act (FERPA)

Guidance and Notices

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA). This document is a compilation and update of various letters and guidance documents previously issued that respond to a variety of questions about FERPA. While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations. We will attempt to update this document from time to time in response to questions and concerns.

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on his or her progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in his or her education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Following is general information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. Although the term "school official" is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

A school must inform eligible students of how it defines the terms "school official" and "legitimate educational interest" in its annual notification of FERPA rights. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additional information about the annual notification of rights is found below in this guidance document.

Another exception permits a school to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure. The school must also provide an eligible student with a copy of the records that were released if requested by the student.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

A school may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's right to restrict the disclosure of such information, and the period of time within which an eligible student has to notify the school that he or she does not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

- To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- To comply with a judicial order or a lawfully issued subpoena;
- To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
- To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

As stated above, conditions specified in the FERPA regulations at 34 CFR § 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Annual Notification of Rights

Under FERPA, a school must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review his or her education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA. It must also inform eligible students of the school's definitions of the terms "school official" and "legitimate educational interest."

FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. Additionally, some schools include their directory information notice as part of the annual notice of rights under FERPA.

Law Enforcement Units and Law Enforcement Unit Records

A "law enforcement unit" means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student.

"Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

Complaints of Alleged Failures to Comply with FERPA

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student have "standing," i.e., have suffered an alleged violation of his or her rights under FERPA, in order to file a complaint.

The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated.

If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that the eligible student should state his or her allegations as clearly and specifically as possible. To aid us in efficiently processing allegations, we ask that an eligible student only include

supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources to review voluminous documents and materials to determine whether an allegation of a violation of FERPA is included. An eligible student may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that a school has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that a school has failed to comply with his or her request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that a school has improperly disclosed personally identifiable information from his or her education records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows:

www.ed.gov/policy/gen/guid/fpco/index.html

If, after reading this guidance document, you have questions regarding FERPA which are not addressed here, you may write to the Office at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Appendix B – Class Schedule

English as a Second Language

900 Clock Hours/ 52 Weeks

Course Name	Start Date	End Date	Days	Time	Instructor	Rm#
ESL Level 1	1/10/2025	2/2/2025	MWThF	9:00 am - 1:00 pm or 1:30 pm - 5:30 pm	Anahit Badalian	2
ESL Level 2	2/5/2025	3/1/2025	MWThF	9:00 am - 1:00 pm or 1:30 pm - 5:30 pm	Anahit Badalian	2
ESL Level 3	3/4/2025	3/28/2025	MWThF	9:00 am - 1:00 pm or 1:30 pm - 5:30 pm	Anahit Badalian	2
ESL Level 4	3/29/2025	4/25/2025	MWThF	9:00 am - 1:00 pm or 1:30 pm - 5:30 pm	Anahit Badalian	2

Official Transcript Policy

Please read the transcript request policy below prior to submitting your request.

Student records, including the academic transcript, are protected by the FERPA privacy act. Only the student may request a copy of his or her academic record. Family or friends are not permitted access to student records without the written consent of the student. Under federal policy, a student has the right to view the documents in his or her file; the college is not required to provide (or allow the making of) copies of these documents.

Fees for Transcripts

- Current students, this fee can be charged to the student's account:
 - For each transcript printed and picked up (\$20.00)
 - For each transcript mailed, requested in sealed envelope, or sent electronically (\$20.00)

How to Request a Transcript?

An Official Transcript Request form may be filled out. Financial obligations (holds) to the college must be cleared before requests can be honored.

Requests will usually be processed within three to five business days of receipt. Requests are not processed over the weekend or during college holidays.

Physical Signature Required

All requests must be physically signed (student/alumni signatures required) and returned to the admissions office in person, mail, or emailed as a signed/scanned PDF. Please note that we do not accept electronic or "mouse" signatures or stamps, and we do not accept links to documents.

Student Handbook Revision Date

This Student Handbook was last updated **5/16/2025 5:03:39 PM**. Giligia College is committed to ensuring that our students have the latest course information for students to make informed decisions.



HANDBOOK RECEIPT

Student Name	Student Last Name
Student Home Phone Number	Student Cell Phone Number
Student Email Address	Student Emergency Phone Number

Attestation

I have read and understood all of the above. I agree to follow all the rules, regulations and policies set forth in this handbook while I am a student at Advanced American Institute.

Signature of Student	Date
Signature of Parent or Legal Guardian	Date
Signature and Title of School Official	Date