



Office of Adult & Career Education Services  
Rochester City School District  
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[www.oaces.net](http://www.oaces.net)

# 2022-2023

## STUDENT CATALOG & HANDBOOK

“Our mission is to build an active, employed, educated, and healthy Rochester community by providing open access to education and training opportunities through leveraged community resources.”

“TOGETHER, WE CAN CREATE AN EMPLOYED, EDUCATED, ACTIVE AND  
HEALTHY ROCHESTER COMMUNITY.”

[www.oaces.net](http://www.oaces.net)

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## Contents

WELCOME MESSAGE .....	3
MISSION .....	3
VISION STATEMENT .....	3
ADMISSIONS PROCESS .....	4
CREDIT FROM OTHER INSTITUTIONS.....	5
TUITION AND TUITION ASSISTANCE.....	6
TUITION REFUND POLICY .....	6
GRADING POLICIES.....	7
ATTENDANCE, PUNCTUALITY & WITHDRAWAL.....	7
ACADEMIC PROGRESS FOR CTE PROGRAMS .....	8
CERTIFICATES/CREDENTIALS.....	11
STUDENT RECORDS / INFORMATION REQUEST .....	11
PROGRAM CHANGES WITHIN OACES .....	11
IDENTIFICATION BADGES.....	11
EARLY DISMISSAL DAYS FOR ALL STUDENTS .....	11
SCHOOL CLOSING/DELAYS .....	11
MAKE-UP DAYS .....	12
STUDENT RESPONSIBILITIES & RIGHTS .....	12
RULES & REGULATIONS.....	13
LOITERING/DISTURBING BEHAVIOR .....	13
STUDENT CONCERN /GREIVENCE PROCEDURE .....	13
NOTICE OF NON-DISCRIMINATION.....	14
NOTICE UNDER THE AMERICANS WITH DISABILITIES ACT .....	15
COVID/ACCIDENTS/HEALTH CONCERNS.....	16
DRESS CODE .....	16
BULLYING.....	17
DRUG/ALCOHOL/SMOKE FREE ZONES.....	18
EMERGENCY CONTACT INFORMATION .....	18
FIRE ALARMS.....	18
INTERNET ACCESS .....	19

PARKING .....	19
PERSONAL PROPERTY .....	19
SAFETY .....	19
SECURITY AND SCREENING .....	20
SEXUAL HARRASSMENT .....	20
STUDENT EVALUATION OF CLASSROOM TEACHERS .....	20
STUDENT PHOTO/INTERVIEW RELEASE .....	21
WHISTLE BLOWER HOTLINE .....	21
APPENDICES .....	22
PARTCIPANT CONDUCT AGREEMENT .....	22
OACES DISCIPLINARY POLICY .....	23
STUDENT HANDBOOK AGREEMENT SIGNATURE SHEET .....	24
RELEASE OF INFORMATION FORM .....	25
CTE TRAINING PROGRAM INFORMATION .....	26
WHAT IS CTE? .....	26
AUTOMOTIVE TECHNOLOGIES .....	27
CULINARY PROGRAM .....	29
ELECTRICAL .....	31
NURSE AIDE/NURSING ASSISTANT .....	33
COMMUNITY PARTNERS AND EMPLOYERS .....	35
EMPLOYMENT SERVICES .....	37
2022-2023 ACADEMIC CALENDAR .....	38
BOARD OF EDUCATION .....	39
OACES SCHOOL ADMINISTRATION & STAFF .....	40

## WELCOME MESSAGE

Welcome to the Office of Adult and Career Education Services (OACES). We look forward to helping you meet your career and/or educational goals. Not only do we offer in-demand workforce training programs with active Advisory Boards made up of local employers, but we provide multiple supportive services and academic classes to help you reach your goals. Case Managers, an on-site Employer Services Group, a Speaker Series, annual career fairs and more, are all available to you at OACES. OACES can give you all of the training and education you need to move to your next endeavor, obtain your diploma, learn more English, and/or obtain any certifications needed to improve your employment. We sincerely wish you the best.

OACES is part of the Rochester City School District. More information about RCSD and the [Board of Education](#) can be found at [www.rcsdk12.org/boe](http://www.rcsdk12.org/boe).

## MISSION

“Our mission is to build an active, employed, educated, and healthy Rochester community by providing open access to education and training opportunities through leveraged community resources.”

## VISION STATEMENT

“Together, we can create an employed, educated, active and healthy Rochester community.”

## ACCREDITATION

The Rochester City School District Office of Adult & Career Education Services (OACES) is accredited by the Commission of the Council on Occupational Education.



## ADMISSIONS PROCESS

Prospective students are welcomed to visit OACES prior to scheduling an Intake date. Admission into all programs is subject to availability. Students are encouraged to apply early. Once a class is filled, applicants are placed on a waiting list. Applicants should understand that not everyone is accepted into the program. A final decision on selection will be made after prospective student completes Intake. At Intake, students will complete a pre-test using either a TABE (Test of Adult Basic Education) or a BEST PLUS test. All applicants must read and agree to the OACES Participant Conduct Agreement. Once Intake is successfully completed, students may elect to enroll in High School Equivalency, English as a Second Language, or Career and Technical Education (CTE) classes. All ABE Intake sessions meet for five (5) days starting on Monday and completing on Friday. Prospective students must attend all Intake session Monday through Friday from 9 am to 3:30 pm. Please plan accordingly. Intake registration can be scheduled by visiting [www.oaces.net/intake](http://www.oaces.net/intake) where an Intake date is selected.

Bring these required items to your first day of Intake:

If 21 years of age or older:

- Photo ID
- Pen
- A list of your school and/or work history
- Do not bring your children or friends.

If under 21 years old, **you and a parent or guardian are required to meet with the school counselor first.** Contact Jose Torrealba, Youth Counselor, to make an appointment at [jose.torrealba@rcsdk12.org](mailto:jose.torrealba@rcsdk12.org) for an Intake date. Bring these required items to your appointment:

- Birth Certificate
- Social Security Card
- Drop Letter from your high school
- Photo ID
- A parent/guardian

Adults seeking enrollment in a Career and Technical Education program through a partnering agency sponsorship (e.g., Department of Health Services, ACCES/VR, Catholic Family Center, or Rochester Works) must receive documented partnering agency approval prior to the Intake process. Adults must initiate contact with, and secure endorsement in the form of a referral on agency letterhead, from the sponsoring agency. Those seeking enrollment in a Career and Technical Education course as a self-sponsored, adult student must contact OACES to schedule an Intake date at [www.oaces.net](http://www.oaces.net).

Adults who are accepted for admission to a program must make satisfactory payment arrangements for payment of tuition. Any adult who knowingly provides false or misleading information on any OACES applications or registration forms—or who omits information that might preclude him or her from participation in any OACES program—loses eligibility to participate in programs. A participant who has been convicted of a crime (felony or misdemeanor) should inform Intake/Admissions in order to discuss potential problems that may impact the participant's end goal. If interested and/or applying for a licensed program there is no guarantee that a State agency would issue a license after completion of the training.

#### CREDIT FROM OTHER INSTITUTIONS

OACES will accept credit earned for equivalent course content from other accredited educational institutions towards OACES CTE program completion requirements, subject to the following:

- Potential transfer course content must be essentially equivalent to the course content of the OACES CTE program,
- The OACES reserves the right to test the student's current proficiency on the course content prior to accepting the transfer credit, and
- In no case will transfer credit be accepted for more than 1/3 of the course content of the OACES CTE program.

## TUITION AND TUITION ASSISTANCE

Tuition for the Automotive Technology, Culinary, and Electrical Programs is: \$6,000. Tuition for the Nurse Aide/Nursing Assistant Program is \$3,000.

Students seeking to enroll in a Career Technical Education (CTE) program offered by OACES may qualify for tuition assistance from a variety of private organizations and/or governmental and agencies. Eligibility for tuition assistance will be discussed as part of the Intake process. The student may need to provide and verify information with funding organizations, service providers and partnering agencies in order to be approved for funding.

For example, the local department of social services (LDSS) requires the student to provide name, address, telephone number, Social Security number, LDSS case information, employment status, personal demographics and related dates for verification of identification, employment status, etc. Consent will be required for OACES to share program related information with agencies, funding organizations, service providers and partnering agencies.

## TUITION REFUND POLICY

Upon withdrawal from the program, a student may be entitled to a refund of tuition based upon the chart below. The date of withdrawal is determined by the Registrar and is based upon the date the Withdrawal Form is completed including all signatures and is submitted to the Registrar.

Class Cancellation Policy: If OACES cancels a class cohort for any reason, and a student has paid tuition, 100% of the tuition paid will be refunded within 45 days of the scheduled class start date.

Refund Policy: A student who withdraws or otherwise has his/her enrollment terminated may be entitled to a refund of tuition paid based upon the following chart:

- Withdrawal before the start of class: 100% of tuition refunded.
- Withdrawal before the end of the fourth week of classes: 100% of tuition refunded.
- Withdrawal after the end of the fourth week of classes: no refund.

The Withdrawal Date is the student's Last Date of Attendance (LDA) as recorded in the official records of the OACES.

## GRADING POLICIES

Students are evaluated throughout the training program and at the end of each unit. CTE programs issue a pass/fail credentials with each satisfactorily completed competency. Overall program credentials are issued for Level I and Level II completion. The competencies outlined on the back of each certificate are easily recognizable by employers and have been developed in partnership with employers and Occupational Advisory Boards.

## ATTENDANCE & PUNCTUALITY

The school's academic policies require the daily recording of attendance by all instructors through an electronic sign-in (or paper) via New York State Education Department's ASISTS electronic data collection system and requires adherence to a set of attendance standards by all students. These standards are published in the Student Catalog & Handbook. The standards, as published, are strictly enforced, as they are necessary for both student success and regulatory compliance.

Leave of Absence: OACES does not offer an official "Leave of Absence". Any absence in excess of the standards set by the attendance policy shall be considered a withdrawal from the class, and the withdrawal from all classes shall be considered a withdrawal from the institution. However, students with a legitimate need to discontinue their education for a short period of time may be allowed to re-enroll without penalty at the discretion of the OACES Director.

Official Withdrawal: A student who intends to withdraw from the school is expected to notify the school of their intent to withdraw. Whenever possible, the notification shall be either in written or in-person format. Withdrawal notifications by telephone, e-mail, or other communications method are deemed an "official withdrawal" based upon the credibility of the communication in the judgment of an appropriate school official. In some cases, the school may also accept third-party notifications, particularly when the student may be unable to communicate with the school.

Unofficial Withdrawal: Students who are absent for a consecutive fourteen calendar day period shall be deemed to have "unofficially withdrawn" and will be administratively withdrawn from the school.



## ACADEMIC PROGRESS FOR CTE PROGRAMS

The Academic Progress policy applies to all students enrolled in a CTE Program and sets academic standards which a student must achieve to remain enrolled at OACES.

Each CTE student is required to make satisfactory academic progress towards the completion of their program by meeting the Academic Progress Standards. Academic progress is measured both by Minimum Pass-Fail Attainment Percentage (qualitative standard), and by the number of hours of attendance in the program of study (quantitative standard). The cumulative standards are measured at the scheduled mid-point of the program, which corresponds to the “payment period” (see definition below).

<b>Measurement Point:</b> <b>(end of payment period)</b>	<b>Minimum Pass-Fail</b> <b>Attainment Average</b>	<b>Cumulative Clock Hours</b> <b>Earned/ Attempted</b>
<b>Mid-Point of the Program</b> (312 Scheduled Hours)	<b>80%</b>	<b>60 percent</b>
<b>End of the Program</b> (Graduation Requirement)	<b>100%</b>	<b>66 percent</b>

**Minimum Pass-Fail Attainment Percentage:** Each competency within each program is evaluated in a pass-fail context. Evaluations are made to determine that each student has mastered the competency and having met the standard, a “pass” grade is issued. The qualitative measurement (Attainment Average) is the percentage of completed competencies for which a student has received a “pass” grade. Competencies that are in-progress (for which evaluation has not been performed) are not included in the Attainment Average.

**Additional “Maximum Timeframe” Standard:** Eligibility is also limited to students completing their programs within one and one-half times the normal program length. The maximum timeframe is reached when the student has attempted more than one and one-half times the number of scheduled clock hours required to graduate from his/her program (i.e.  $624 \times 1.5 = 936$ ). The maximum timeframe standard evaluation for transfer students will consider all “attempted clock hours” (see definition below). Students who change programs may request that their maximum

timeframe be re-calculated based solely on those hours that are applicable to the current program of study. A student whose attempted clock hours exceed the maximum timeframe standard will be Academically Dismissed.

**Payment Periods:** Academic Progress shall be measured at the end of each “payment period”. A “payment period” is defined as one-half (as measured in both weeks and scheduled clock hours) of the student’s program (or remaining period of the program for transfer/returning students attending less than the entire program length). For students progressing normally within a 624 clock-hour program, the measuring point (and payment period) shall be 312 scheduled clock hours.

**Attempted Credit Hours:** All scheduled clock hours of instruction contained in any subject shall be considered “attempted”. Additionally, all credits that were accepted for transfer credit are considered “attempted”.

**Completed Clock Hours:** Clock hours actually attended by the student are considered completed (or “earned”) clock hours. The official attendance records of the school shall be used to determine this figure. Further, the clock hours of any classes that were accepted for transfer credit are also considered “earned”.

**Return after an Absence:** A student who returns after a withdrawal, dismissal, or other absence of 180 calendar days or less, shall be evaluated in the same manner as if the absence had not occurred, with the exception of any necessary changes to the start and end dates of planned payment periods. A student who returns after a withdrawal, dismissal, or other absence of more than 180 calendar days, shall be measured in a manner consistent with a transfer student (see below).

**Transfer Students:** Accepted transfer credit shall be considered as completed coursework (both attempted and earned hours) for purposes of this policy. However, since no grades are assigned to transfer courses, they will not impact the student’s Attainment Percentage. Previous coursework which is not accepted for transfer will have no impact on this policy. Payment periods for transfer

students, and thus the measurement points for this policy, shall be defined individually based upon the remaining period of instruction.

Timing of Evaluations and Evaluation Process: Academic Progress shall be measured at the end of each payment period. Hence, each student's academic status in a subsequent payment period shall be dependent upon his/her academic record as of the end of the previous payment period.

Academic Warning Status: Students who fail to meet the standards defined above will be placed on *Academic Warning Status* for the following payment period. Students in Warning Status remain eligible for federal student aid. A student placed on Warning Status will be notified via email.

Academic Restriction Status: If a student has not returned to "good" academic standing (according to the chart) by the end of the payment period subsequent to being placed in Warning Status, the student will be placed on *Academic Restriction Status*. Academic Restriction is not subject to appeal. A student placed on Academic Restriction will be notified via email.

Students placed into *Warning Status* are directed to receive academic advisement with their instructor and/or case manager during the first three weeks of the subsequent payment period.

Students placed into *Academic Restriction Status* will be required to schedule the at least one session of academic advisement with their instructor and/or case manager before continuing their studies. Students on Academic Restriction are responsible for payment of remaining tuition at their own expense.

Data Corrections: If a student's academic record is changed subsequent to an academic progress evaluation date, a student may submit a written request to the instructor, case manager, or OACES Director for re-evaluation of the student's academic status.

## CERTIFICATES/CREDENTIALS

Students in Career and Technical Education programs will be eligible for certificates based on successful completion of program requirements. Programs requirements are outlined in the OACES CTE Training Programs Catalog. Acknowledgement Ceremonies are held in June of each year to recognize student achievements.

## STUDENT RECORDS / INFORMATION REQUEST

To request a Student Transcripts or Attendance Information students should come to Room 218 and complete a “Release of Information” form (See Appendices).

## PROGRAM CHANGES WITHIN OACES

Due to the uniqueness of each CTE Training program, students who transfer between training programs will have to begin the training program from the start and no credit for time spent at OACES will be applied.

## IDENTIFICATION BADGES

OACES requires that all students have and wear an ID Photo Badge issued by OACES while entering and, in the building, and at all times. Persons found in the building without an ID Badge will be escorted out of the building by Sentries and may be subject to criminal charges.

## EARLY DISMISSAL DAYS FOR ALL STUDENTS

Each year the Rochester City School (RCSD) designates early dismissal days for all students. Since OACES follows the RCSD SCHOOL CALENDAR, OACES students will be released at 12:00 PM on designated Early Dismissal days. Please refer to the ***RCSD Calendar-at-a-Glance*** for more detailed information.

## SCHOOL CLOSING/DELAYS

The OACES class schedule follows the RCSD school calendar. In the event that schools are closed due to severe weather or other emergency situations, an announcement will be made on local T.V. and radio stations. The district will notify stations by 5:00 AM if schools are closed for the day.

Information will also be posted on the District's website, [www.rcsdk12.org](http://www.rcsdk12.org). If schools remain open during inclement weather, it is the responsibility of the student to decide if it is safe to travel their usual routes to school.

### MAKE-UP DAYS

If instructional days are seriously reduced because of emergency closings, make-up days may be added to the RCSD school days calendar. OACES classes will also be held on such make-up days.

### STUDENT RESPONSIBILITIES & RIGHTS

All District students have specific responsibilities and rights which are enumerated in Policy #5311, "Students Rights & Responsibilities." A copy of which is available for review at every school building in the District. Among those rights and responsibilities, or implicit within them, are certain responsibilities and rights which are particularly germane to this Code of Conduct.

All district students have the responsibility to:

- Work to the best of their own ability in all academic and training pursuits and strive toward their highest personal level of achievement.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- Dress appropriately for school and school functions and whenever on any school district property or at a school function whenever located: obey the District Dress Code and any additional dress standards adopted for particular schools, (see, "Student Dress Code," 5300.25).
- Report to school officials any information, which may help to prevent danger or injury to others in the school community.
- Conduct themselves with civility towards other students, faculty, staff, administrators, parents and guardians or visitors.

- Promote a climate of mutual respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

## RULES & REGULATIONS

Each school system in New York State is required by law to publish a list of rules and regulations for the maintenance of public order. Infraction of the following rules and regulations will be dealt with in accordance with New York State Law and/or the Board of Education Policy (See RCSD School Board Policy Manual Code of Conduct Policy 1400 for details in Spanish or English at <https://www.rcsdk12.org/domain/16> )

## LOITERING/ DISTURBING BEHAVIOR

Damaging/destroying property and loitering in the school building or on school grounds is not allowed. Any behavior that disturbs other Participants or is felt to threaten their safety is not allowed. All Participants are expected to cooperate with all staff persons and follow their directions.

## STUDENT CONCERN/GREIVENCE PROCEDURE

The Office of Adult and Career Education Services is committed to an educational environment that is free from interference and disruption, and that fosters equity and mutual respect among Participants. When there is a concern based on a serious violation of a rule or the misinterpretation or inequitable application of existing rules, procedures, regulations or administrative orders, it must be brought to the attention of a staff member as outlined below. The purpose of the student concern procedure is to insure that every Adult Learner has the right to present a serious concern without interference, coercion, restraint, discrimination or reprisal.

### **“QUESTIONS OR CONCERNS ABOUT MY PROGRAM”**

#### **Step 1**

Your classroom TEACHER (or trainer) is the best person to approach first If you're worried about issues at OACES. They will be in the classroom during your class time when you can arrange a meeting for an informal discussion.

## Step 2

You can talk to the COUNSELOR of your program if the teacher can't help or if you are not satisfied with their response, You should have a face-to-face meeting about your concerns with the counselor. The counselor may want a written explanation of the issue.

Youth & HSE Counselor –Room 325, (585) 324-9914

English Language Learners Counselor, Room 216, (585) 262-8000 Ext 2160

## Step 3

You can talk to the DIRECTOR OF OACES if you are not satisfied with the counselor's response. A written statement of what the issue is and how you have tried to resolve it is usually needed. You should be able to arrange a meeting through the OACES Main Office, Room 218.

Director – Room 218, (585) 262-8000 Ext 2182

FOR CTE STUDENTS ONLY: If your concern has not been resolved after Step 3 and would like an additional resource regarding your concern you may contact: Council on Occupational Education (COE) 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, (800) 917-2081, [www.council.org](http://www.council.org)

Director's Administrative Assistant – Room 218,  
(585) 262-8000 Ext 2187

## NOTICE OF NON-DISCRIMINATION

It is the policy of the Rochester City School District to provide educational and employment opportunities without the regard to **race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation.** This policy is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Section 503 and Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Amendments of 1974, Immigration Reform and Control Act of 1973, Fair Labor Standards Amendments of 1974, Immigration Reform and Control Act of 1986, The Americans with Disabilities Act of 1990, Civil

Rights Act of 1991, New York State and City Human Rights Laws and Provisions of Non-Discrimination in Collective Bargaining Agreements.

This Regulation governs the filing of complaints of internal complaints of discrimination and/or harassment. Inquiries regarding the District's non-discrimination policies should be directed to:

Chief, Human Capital Initiatives, Civil Rights Compliance Officer

131 West Broad Street

Rochester, New York 14614

(585) 262-8689

Email: [CivilRightsCompliance@rcsdk12.org](mailto:CivilRightsCompliance@rcsdk12.org)

#### NOTICE UNDER THE AMERICANS WITH DISABILITIES ACT

The Board of Education affirms its commitment and responsibility to provide equal educational and employment opportunities in an environment which is free from discrimination, including harassment and intimidation and to comply with all applicable laws which prohibit unlawful discrimination. The Board of Education strictly prohibits and condemns all forms of unlawful discrimination, including harassment, on the basis of actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation by employees (including Commissioners of Board of Education and contractors), volunteers and students, as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District. Specifically with respect to students, the Board additionally prohibits unlawful discrimination or harassment on the basis of actual or perceived race, color, national origin, ethnicity, disability, weight, sex, sexual orientation, religion, religious practice and gender, including gender identity and gender expression. The Board also prohibits retaliation based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under this policy or anti-discrimination statutes. It is a violation of this policy for District students or employees (including contractors) to engage in behavior that subjects any student, employee or applicant for employment to discrimination and/or harassment at a



school/worksite location or in connection with an education or work-related function on the basis of any of the above-noted grounds where such conduct: (1) adversely affects any aspect of a student's educational opportunities, including the opportunity to participate in school activities; (2) adversely affects any aspect of an employee's/applicant's employment or the compensation, terms, conditions or privileges of employment; or (3) creates a hostile, offensive, or intimidating educational or work environment. It is also a violation of this policy for District employees to engage in unlawful discriminatory behavior and/or harassment with respect to applicants for employment and other individuals who do business with the District.

### COVID/ACCIDENTS/HEALTH CONCERNS

COVID Protocol - Please inform your instructor immediately if you are experiencing any COVID symptoms or of any other known health problems. You must wear a mask covering your nose, face and chin at all times. Your temperature will be taken upon entering the building. If you have any COVID 19 symptoms at school you will be sent to the isolation room for monitoring. Please do not come to school if you are showing any COVID symptoms.

When an accident occurs at school, a student must report and complete the student accident report form with the instructor. If you use any kind of medication which might affect your work in class, you MUST inform your instructor REGARDING THE TYPE of medication you take and how often you take it. ANY CALL FOR EMERGENCY CARE OR ambulance MUST BE PLACED by OACES staff or ADMINISTRATION.

### DRESS CODE

This dress code applies to both students and adults any time they are on District property, including the school buildings and Central Office, and whenever they are attending any school function, wherever located. All persons are expected to give proper attention to personal hygiene and to dress appropriately for school and school functions. When on school property or at a school function, a person's dress, grooming and appearance, including jewelry, make-up and nails, must:

- Cover buttocks, stomach/midriff and chest.

- Not include clothing, headgear or jewelry that is associated with or identifiable as a symbol of gang membership.
- Be void of abusive, suggestive or profane language; symbols of illegal substances; or any other words, symbols or slogans that disrupt the learning environment or deny dignity or respect to others.
- Include shoes, which are to be worn at all times for health and safety reasons.

To refer to the complete Code of Conduct click: [RCSD Code of Conduct](#)

## BULLYING

Intimidation or “bullying,” on school property or at a school function, which includes harassment that interferes with a student’s education or threatens a student’s well-being. Harassment includes engaging in actions or making statements intended to place an individual in fear or cause emotional harm; threatening, stalking or seeking to coerce or compel a person to do something; or abusive conduct or use of epithets, threats, or slurs based on actual or perceived race/color, weight, ethnicity, national origin, religion, religious practices, , gender/gender identity, sexual orientation, age or disability. Such harassment may be person-to-person, or communicated indirectly by writing, or by any telephonic or electronic means, including use of computers or the Internet. Cyber Bullying is defined as the use of information and communication technologies, such as email, cell phone, instant messaging, defamatory personal websites, social networking sites, and/or defamatory online personal polling websites, to support deliberate, repeated, and/or hostile behavior by an individual or group that is intended to harm others. The use of the OACES network to engage in Cyber Bullying is prohibited. Cyber Bullying includes, but is not limited to the following:

- Posting slurs, rumors, and /or other disparaging remarks about school employees or students on a website or on a web blog
- Sending email or instant messages that are mean and/or threatening, or so numerous as to cause the victim emotional distress

- Using a camera phone to take and/or send embarrassing photographs/recordings of students or school employees or post these images on picture sharing or video sharing websites
- Posting misleading and/or fake photographs of school employees or students on any websites
- To the extent permitted by the First Amendment, instances of Cyber Bullying off school grounds that disrupt the school environment or interfere with the learning process will be considered a violation of these guidelines.

For the full Code of Conduct, visit our website at: [RCSD Code of Conduct](#)

### DRUG/ALCOHOL/SMOKE FREE ZONES

No beer, liquor, wine, weapons or illegal drugs are allowed within the school building or on school grounds. (This includes guns, knives, chains, clubs, marijuana, speed, and all other controlled substances.) If possession and/or the use of the above mentioned is proven, the Participant will be suspended. Smoking tobacco or vape products is prohibited on all OACES grounds, inside and outside the building. This includes but is not limited to all sidewalks, parking lots, paths, and landscaped areas.

### EMERGENCY CONTACT INFORMATION

Students are asked to give names of people who can be contacted in an emergency, with current home, work and cell phone numbers for each during the Intake process. Student contact information can be found in the Student File Room or on ASISTS. Students should notify the school immediately if emergency contact numbers change during the year.

### FIRE ALARMS

All schools are required by law to have at least 12 fire/evacuation drills a year. Eight of the drills must take place before December 1. State and federal guidelines also require schools to test their Emergency Response Plans. The drills may include practicing lockdowns, lockouts, on- and off-site evacuations and sheltering-in-place. Drills will be called at the discretion of school

principals and may be recorded for review. Participants should be aware of designated fire exits. When the fire alarm sounds, you must leave the building immediately by the stairway or exit designated for your room until the “all clear signal” is given to return. Doors and windows must be closed before leaving. For any other emergencies, please follow INSTRUCTIONS POSTED BY THE EXIT DOOR IN EACH CLASSROOM.

### INTERNET ACCESS

Internet access is a privilege; it is the student’s responsibility to access ONLY appropriate material. All use must be consistent with the values and policies of OACES in support of your education. See Superintendent’s Regulation 1950-R Student network acceptable use policy: [RCSD Student Network Acceptable Use Policy](#)

### PARKING

Parking is available to students at multiple parking lots surrounding 30 Hart Street in addition to an overflow parking area located off of Hawkins Street. It is a parking violation to use a handicapped spot without a proper visual permit. It is recommended to lock vehicles upon departure. Students who park on campus illegally are subject to tickets and/or towing.

### PERSONAL PROPERTY

The school assumes no responsibility for the personal property of students. OACES is not responsible for articles of personal property. Students should keep valuables at home and only bring items to school that are necessary for schoolwork.

### SAFETY

Safety both in and out of the classroom is a primary concern at OACES. Your instructor will outline the safety rules for your training program. Be constantly alert to safety in your training area and when walking around campus. Use all safety equipment provided. Participants will be allowed to use training equipment when proper and adequate instruction has been given, with appropriate supervision, and with the instructor’s permission following successful completion of the safety unit.

The School Safety hotline provides a single, confidential number that students, parents or employees can call anonymously to report threats of violence and illegal activities.

The toll-free hotline number is (585) 324-SAFE (7233). It is available 24 hours a day, seven days a week. Callers may remain anonymous. Please call 911 for police assistance if it is an emergency.

## SECURITY AND SCREENING

Everyone entering this building is subject to metal detector scans and personal search. Any person entering any district property is deemed to have consented to be searched by means of metal detecting devices, by hand or otherwise. Refusal to cooperate with the search will result in the denial of entry and /or disciplinary action.

## SEXUAL HARASSMENT

The Office of Adult and Career Education Services and Rochester City School District Board of Education recognizes that harassment of students and staff on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognized that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively. For more detail regarding Rochester City School Board Policy refer to [Rochester City School Board Policy "Sexual Harassment"](#) for more details.

## STUDENT EVALUATION OF CLASSROOM TEACHERS

Students have the right to evaluate classroom instruction. Such evaluation shall be treated as privileged material for the teacher and are to be used for the improvement of instruction. Students can obtain a "Confidential Teacher/Class Evaluation Form" from the Main Office, Room 218.

## STUDENT PHOTO/INTERVIEW RELEASE

Students sign a photo/interview release form within the intake process. The form states: “I consent to the use of my name, photo, and/or video image for publicity purposes by the Rochester City School District or other organization as designated by the District. I allow OACES to contact other organizations, including employers and other service providers, to collect information required to provide and document services to me. I authorize those organizations to release requested information to OACES.” See Student Photo/Interview Release.

## WHISTLEBLOWER HOTLINE

The Board of Education operates a Whistleblower Hotline that allows employees and others to anonymously report illegal or unethical activities. These may include harassment, fraud, theft, discrimination, misuse of funds, conflicts of interest and other ethics violations. The toll-free number is 1-866-284-7040 and is available 24 hours a day, seven days a week. Callers may remain anonymous.

## APPENDICES:

### PARTICIPANT CONDUCT AGREEMENT

Everyone entering district property is deemed to have consented to metal detector scans, personal search by hand, and search by various other means. Refusal to cooperate can result in denial of entry. No weapons, alcoholic beverages, drugs or non-prescribed pharmaceuticals are allowed within any district building or grounds. This includes knives, guns, marijuana and any other controlled substances. If possession or use is suspected, the participant will be removed from the facility and exited from my educational programs. The police department will be notified.

- I agree not to damage or destroy property, loiter in the school building or on school grounds.
- I agree not to use beepers, cell phones, and electronic devices during classes, training or program activities.
- I agree that Internet access is a privilege. It is my responsibility not to access inappropriate material and keep all use consistent with the values and policies of OACES, in support of my educational program.
- I agree not to disturb other participants, threaten their safety, or distract from their learning.
- I agree to wear my ID badge at all times within the district buildings; if my ID is not visible, I will be escorted out of the building by sentries and may be subject to criminal charges.
- I will maintain personal cleanliness, dress safely and appropriately for program activities, including footwear. I agree not to dress in a way that is vulgar, obscene, and libelous or denigrates others for race, color, religion, creed, nationality, gender, sexual orientation, disability. I understand there are exceptions for medical or religious purposes.
- I acknowledge that I must attend at least 75% of each class scheduled, attend every day, and be on time. If I do not attend each class 75% of the scheduled time, OACES may exit me from my educational program.
- I agree to follow all directions and cooperate with the requests of all security and district staff members.

## OACES Disciplinary Policy

*All incidents are taken seriously. Incidents are recorded using an OACES incident Report Form and are acted upon with an immediate investigation. "Long-Term" suspension letters include a reference page of alternate programs. Participants dismissed from OACES programs have the right to a hearing upon written request by the participant within (5) business days of the suspension. Hearings are conducted by a representation of OACES staff to include Program Base Planning Team members, School Counselor, Administrator and or designee, as well as individuals involved in the incident where appropriate. Participant disciplinary files are kept secured in with OACES Administration and contain copies of all incident reports, suspension letters, contracts, and contact notes. Names are provided to Intake and Assessment as an FYI so that reentry before the one-year date does not occur.*

### Offenses: Non-Violent/Non-Threatening

#### **First Incident:**

- Verbal warning by school Counselor (recorded in file)

#### **Second Incident:**

- Three day suspension, meeting with Counselor upon re-entry
- Suspension Letter mailed (that day if possible)

#### **Third Incident:**

- Five day suspension with a referral to a social service agency where appropriate
- Meeting with School Counselor upon reentry, Behavioral Contract signed with understanding that if behavior continues, the participant will be dismissed from the program for a period of one year

#### **Fourth Incident:**

- Participant is immediately dismissed from the program for a period of one year
- A "Long-Term" suspension letter is mailed (that day if possible) to include a reference page for alternate programs other than OACES.

### Offense Type: Harassment, Violence/Threat, Theft, Destruction of Property

#### **Incident:**

- Participant(s) are immediately suspended for five days pending an investigation
- A five-day suspension letter is mailed out (that day if possible)
- Pending results from the investigation, the participant is either allowed to return to program or is dismissed from program for a period of one year
- Participant(s) are notified by mail ("Long-Term suspension letter") and by phone as to their status.
- Participants dismissed from OACES programs have the right to a hearing upon written request by the participant within (5) business days of the suspension. Hearings are conducted by a representation of OACES staff to include Program Base Planning Team members, School Counselor, Administrator and or designee, as well as individuals involved in the incident where appropriate.





Office of Adult & Career Education Services  
Rochester City School District  
30 Hart Street  
Rochester, New York 14605  
585-IMP-ROVE  
Fax: 585-262-8078  
[www.oaces.net](http://www.oaces.net)

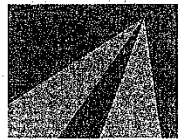
## STUDENT HANDBOOK AGREEMENT SIGNATURE SHEET

I hereby acknowledge that I have received, read, and will comply with, the provisions set forth in the Student Handbook.

Student's Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intake Instructor's Initials: \_\_\_\_\_ Date: \_\_\_\_\_



# OACES

Office of Adult & Career Education Services  
Rochester City School District

Let's get to work.

## RELEASE OF INFORMATION

NAME: \_\_\_\_\_ SS# \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE # \_\_\_\_\_ REFERRAL SOURCE \_\_\_\_\_

☐ Youth/Torrealba ☐ ESL/Luu ☐ Adult/Brown

I agree to allow OACES to release the following information:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The information is only to go to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand that only the information specified will be released.  
This release will expire in 90 days.

\_\_\_\_\_  
Participant                      Witness                      Date

I **DO NOT** agree to allow OACES to release this information

\_\_\_\_\_  
Participant                      Witness                      Date

3/6/18

## CTE TRAINING PROGRAM INFORMATION

### WHAT IS CTE?

Each CTE Training program is equipped with modern equipment and instructional materials that mirror real world experiences equating to over 18,000 square feet of CTE Training facilities.



Career & Technical Education (CTE) prepares students of all ages for the workforce by offering classes where they can learn skills they need to enter in-demand career fields. Unlike traditional education settings, CTE classes take place in environments that reflect actual working situations.

CTE has a long and rich history in the United States. Today's CTE programs are found throughout the country and encompass a variety of challenging fields. CTE programs are constantly evolving due to the changing global economy, and they strive to bridge the skills gap that exists between workers and employers in today's challenging economic times.



OACES CTE students can expect to be taught employable skills from job related skills to workplace ethics. Upon class completion, students have opportunities for post-secondary education and to earn industry recognized and stackable credentials that can result in employment and career advancement.

CTE programs currently include in-demand careers such as:

- Automotive Technologies
- Culinary
- Electrical
- Nurse Aide/Nursing Assistant



All CTE programs have an industry specific advisory board consisting of local employers that assist in providing up-to-date industry information and developing CTE training curriculums. Advisory boards serve as a direct link for students to the workforce and ensure that CTE training is aligned with current industry workforce demands. If this sounds like the educational opportunity you have been looking for, we invite you to learn more about our programs.

## AUTOMOTIVE TECHNOLOGIES

Mr. Jim Kellman – Instructor

# OACES

## AUTOMOTIVE TECHNOLOGIES PROGRAM

The Automotive Technologies Program is designed to prepare students with the knowledge and skills needed to service, troubleshoot, and repair basic automotive systems. Hands-on shop time allows students to disassemble, repair, reassemble, rebuild, and test auto engines, brakes, and suspension systems.

Course work includes the fuel systems, electrical, transmission, trans-axle and belt/pulley/chain drive systems. Instruction also covers safety practices, wiring diagrams, mechanical schematics, and the use of technical manuals.

**Training Duration:** 624 hours (3-6 months)

**Schedule:** 9:00 a.m. - 3:30 p.m., 5 days a week schedule, Monday- Friday

**Admission/Academic Requirements:** Class open to all students. No technology experience required.

**Performance Expectations:** Exemplary attendance, ability to work well with others in a group setting, ability to follow directions and conform to safety rules.

**Costs:** 2022-2023 Tuition for the Automotive Technologies Program is \$6000.

### Career Opportunities

- According to the Bureau of Labor Statistics, the average annual salary for Automotive Service Technicians and Mechanics is \$39,550.
- Jobs for Automotive Service Technicians and Mechanics are expected to increase 6% annually from 2016-2026.
- Employment opportunities are available in the following areas: automotive service, oil changes, tire service, small engine service and repair, equipment service and repair and motorcycle/ recreational vehicle service and repair.

## Program of Study & Technical Competencies

### LEVEL 1

#### Orientation & Foundational Skills

- Demonstrate the knowledge of the role that safety plays in equipment and auto engine repair
- Demonstrate the use and care of appropriate personal protective equipment
- Add, subtract, multiply and divide numbers with and without a calculator
- Demonstrate workplace ethics
- Identify various careers related to equipment and auto engine repair and the expectations for each
- Know and interpret MSDS sheets
- Understand fires and extinguishing methods
- Maintain OACES minimum attendance standards
- Shop safety

#### Basic Work Skills

- Understand and use terms connected with automotive technologies
- Identify and use measuring and calibrating tools
- Identify the basic hand tools used in automotive technologies
- Demonstrate the safe use of industry related hand tools
- Identify and use industry related power tools
- Identify and use common fasteners

#### Technical Skills

- Understand and use parts management, inventory control and service orders
- Recognize and understand various engine designs
- Recognize and analyze components and operation of 4-stroke engines
- Recognize and use various parts of cooling systems
- Identify and use various parts of the fuel and lubrication system
- Identify and use basic parts of the governor system
- Identify, test and replace various parts of the electrical system
- Identify, test and replace various parts of the ignition system
- Complete oil and tire changes.

#### Basic Welding Competencies

- Identify and use basic welding tools and safety equipment
- Identify and use various types of welding simulators
- Identify and use MIG, TIG and Stick welders

#### Disc and Drum Braking System

The training includes the following components:

- Handbrake assembly
- Diagonally split hydraulic circuit
- Master cylinder
- Brake fluid reservoir
- Brake pedal and light
- Front hubs, discs, and calipers
- Rear hubs and drums

#### 4-, 6- and 8-Cylinder Gasoline Engine Training

The training includes the following:

- The position and mounting of all engine components
- The operation of crankshaft and pistons
- The operation of inlet and exhaust valves
- The timing relationships between engine components

#### Steering and Suspension System Training

The training offers the following:

- Inspect steering shaft universal joint, flexible coupling, collapsible column, lock cylinder mechanism, and steering wheel.
- Disassemble, inspect, and reassemble rack and pinion steering gear.
- Inspect power steering fluid levels and condition.
- Diagnose power steering fluid leakage.
- Remove, inspect, and replace power steering pump, mounts, seals, pump belt, pump pulley, and pump belt.
- Remove, inspect, and install coil springs and spring insulators.

#### Certifications/Instructional Outcomes

- Lincoln Welding Safety
- Basic Welding Competencies
- Automotive Technologies - Level I
- Automotive Technologies - Level II

## CULINARY PROGRAM

Mr. Jeffrey Wujcik - Instructor

# OACES

## CULINARY PROGRAM

The OACES Culinary Program provides students with an introductory experience to the food service industry in addition to daily operation of the OACES cafe.

The Culinary Program focuses on quality of preparation and presentation in both small and large quantity cooking . Both theory and hands-on experience are included in areas such as: menu planning, methods of cookery, food control, sanitation, and food costing. Advanced instruction includes basic managerial and supervisory techniques.

**Training Duration:** 624 hours (3-6 months)

**Schedule:** 9:00 a.m. - 3:30 p.m., 5 days a week schedule, Monday - Friday

**Admission/Academic Requirements:** Class open to all students. No technology experience required .

**Performance Expectations:** Exemplary attendance, be able to lift 50 lbs. No food allergies that can result in immediate hospitalization.

**Costs:** 2022-2023 Tuition for the Culinary Program is \$6000.

### Career Opportunities

- According to the Bureau of Labor Statistics, the average annual salary of cooks was \$23,970 in 2017. The average annual salary of chefs and head cooks was \$49,950 in 2017.
- The restaurant industry is the country's largest employer after government with over 12.5 million jobs. According to the Bureau of Labor Statistics, employment of cooks is projected to grow 6% from 2016 to 2026.
- Post-secondary education includes clinical dietetics, culinary arts, food service administration, hospitality services, hotel management and pastry arts.





## Program of Study & Technical Competencies

### Foundational Skills

- Identify safety hazards in the kitchen
- Complete ServSafe Food Handler's Certification
- Understand/demonstrate various methods and units of measure for measuring ingredients
- Identify common kitchen tools used to measure
- Maintain OACES minimum attendance standards
- Participate in operation of the Hart Street Cafe
- Food handler's cart

### Nutrition & Menu Basics

- Identify the sources of major nutrients, i.e. carbohydrates, fats, proteins and vitamins
- Identify common food allergies and appropriate substitutions
- Describe the function and importance of the menu
- Identify various types of menus

### Tools & Equipment

- Identify the basic tools and equipment used in the kitchen
- Demonstrate the proper use, cleaning, sanitizing and storage of common kitchen tools and equipment
- Identify common knives used in the kitchen and their parts
- Demonstrate safe use of knives

### Recipe Basics & Cooking Principles

- Identify the major parts of a recipe
- Demonstrate the ability to read and interpret a recipe before preparation begins
- Describe moist heat and dry heat cooking methods and other applications

- Describe how to create different flavors in food through cooking techniques and combination of ingredients

### Food Preparation & Production

- Identify techniques and demonstrate ability to prepare breakfast foods
- Identify techniques and demonstrate ability to prepare salads, dressings and sandwiches
- Identify techniques and demonstrate ability to prepare stocks, soups and sauces
- Identify techniques and demonstrate ability to prepare various starches
- Identify techniques and demonstrate ability to prepare beef, pork, poultry and seafood
- Identify methods and demonstrate ability to prepare various pastry items

### Food Handler Skills

- Complete ServSafe chapter reviews, study questions and quizzes for the following modules:
  - Food Safety is Important
  - Good Personal Hygiene
  - Controlling Time and Temperature
  - Preventing Cross-Contamination
  - Cleaning and Sanitizing
  - Job Specific Guidelines

### Certifications/Instructional Outcomes

- ServSafe Food Handler
- ROUXBE - Online cooking scl:1001
- American Red Cross Adult & Infant CPR/First Aid, AED Machine
- Culinary - Level I
- Culinary - Level II

# OACES ELECTRICAL PROGRAM

The OACES Electrical Program will provide students the skills necessary to enter the electrical industry. Topics covered include residential and commercial wiring, related math, blueprint reading, wiring schematic's, raceway installation, troubleshooting, fire alarm, security systems, low voltage systems, 10 and 30 systems; and construction safety. Curriculum consists of 20% lecture and 80% is hands-on performance based. Students will learn electrical theory through hands-on practical performance projects and lectures/ lessons . Upon completion, the student will be prepared for direct entry into the workplace or post-secondary education.

**Training Duration :** 624 hours (3-6 months)

**Schedule:** 9:00 a.m. - 3:30 p.m., 5 days a week schedule, Monday - Friday

**Admission/ Academic Requirements:** Class open to all students. No technology experience required.

**Performance Expectations :** Must maintain OACES minimum attendance requirements, motivation to learn, ability to work with others and conform to rules, directions, and safety procedures.

**Costs:** 2022-2023 Tuition for the Electrical Program is \$6000.

## Career Opportunities

- According to the Bureau of Labor Statistics, the average annual salary of electricians was \$54,110 in 2017.
- Employment of electricians is projected to grow 9% from 2016 to 2026, faster than the average for all occupations, according to the Bureau of Labor Statistics.
- Some career opportunities include: residential electrician, commercial electrician, power-line installer, voice and data installer, building/electrical inspector, maintenance worker, security and fire alarm installer, renewable energy installer and electrical product inventory control manager.





## Program of Study & Technical Competencies

### Electrical Orientation & Safety

- Demonstrate proficiency in electrical and construction safety
- Identify various career paths in the electrical industry and the expectations for each
- Explain the purpose of a lock-out /tag-out /block -out program
- Be familiar with electrical industry vocabulary
- Maintain OACES minimum attendance standards
- Complete 10-hour safety course

### Hand & Power Tools

- Identify various hand and power tools used in the electrical industry
- Demonstrate the safe use of various hand and power tools
- Recognize worn or damaged tools for replacement or repair
- Demonstrate mastery reading rulers and tape measures

### Electrical Theory

- Recognize the difference between AC and DC circuits
- Use basic math as it pertains to the electrical industry
- Recognize the difference between series and parallel circuits
- Apply Ohm's Law to resistance, voltage and current
- Recognize where to find code articles using the National Electrical Code (NEC)
- Explain the operation of transformers and power transmission
- Recognize and use various electrical meters and test equipment
- Identify how to troubleshoot basic electrical circuits

### Wiring Systems

- Understand various conductors and cables
- Make safe conductor splices and connections
- Determine the correct conductor size based on circuit load
- Recognize and explain the basics of conduit bending
- Recognize and install various raceway systems .Identify and install various fittings, fasteners and other materials

- Recognize and install receptacles and switches
- Understand cable TV, phone and computer network wiring

### Overcurrent Protection & Grounding

- Explain the causes of overcurrent
- Identify and explain electrical overcurrent protective devices (OCPDs)
- Explain the operation of a ground -fault circuit interrupter (GFCI) and arc-fault circuit interrupter (AFCI) and how they are used

### Electrical Prints & Specifications

- Identify the types of prints that an electrician may read
- Recognize and use standard parts of a drawing
- Recognize and use standard electrical symbols
- Develop one-line and wiring diagram drawings

### The Service Entrance

- Calculate the number of branch circuits for a residential dwelling
- Identify proper conductors and components of the service entrance
- Identify different circuit breakers and their application
- Install an electrical service per NEC
- Understand power distribution from utility to a residential dwelling
- Be familiar with grounding and bonding requirements

### Green Technology

- Identify and use various alternative energy systems

### Certifications/Instructional Outcomes

- Basic Electrical Soldering
- Electrical Level I (Residential Wiring)
- Electrical Level II (Commercial Wiring)
- Electrical Service Installation
- 10-hour Occupational Safety & Health Administration (OSHA) "Construction Industry" Completion Card
- Amatrol Green Energy

## NURSE AIDE/NURSING ASSISTANT

Mrs. Katherine Hizer – Nurse Instructor

# OACES

## NURSE AIDE/NURSE ASSISTANT PROGRAM

If you are interested in finding a job or starting a new career in the healthcare profession, this New York State Department of Education approved course will prepare you for the Nurse Assistant Certification Examination. Training includes 30+ hours of actual long-term care experience, in addition to classroom and lab instruction.

**Training Duration:** Approximately 160 hours.

**Schedule:** 9:00 a.m. - 3:30 p.m., 5 days a week schedule, Monday-Friday.

**Admission / Academic Requirements:** Class open to all students 18 years of age and older. Must hold a high school diploma, high school equivalency certificate or willing to work towards a high school equivalency certificate while enrolled. No technology experience required.

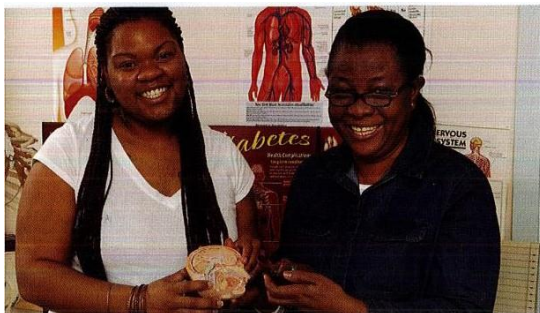
**Performance Expectations:** Exemplary attendance, ability to work well with others in a group setting and a current physical examination with immunizations. Must be able to stand and/or walk for 6+ hours, as well as lift, push and/or carry 40 pounds. Must also assist clients with personal hygiene and other care-related duties as directed by a nurse.

**Costs:** 2022-2023 Tuition for the Nurse Aide/Nurse Assistant Program is \$3000. Additional fees include: \$150 uniform, \$115 NYS exam, \$25 NYS police background check with raised seal.

**Full program payment** is required upon acceptance.

### Career Opportunities

- According to the Bureau of Labor Statistics, the average annual salary for nurse assistants who worked in nursing homes was \$27,520 in 2017.
- Jobs for nurse assistants will increase by 11% , faster than average, from 2016 to 2026 according to the Bureau of Labor Statistics.
- Employment opportunities are available at long-term care facilities, hospitals, rehabilitation centers and medical practice offices.



## Program of Study & Technical Competencies

### Health Occupations Education Core/ Overview of Human Body

- Read non-digital thermometer in Fahrenheit /Centigrade degrees
- Measure blood pressure within 6mm/Hg
- Write 3 sets of vital signs

### Health Occupations Education Core/ Emergency Care

- Provide first-aid for shock
- Apply roller bandage using figure 8, closed spiral and a recurrent fingertip
- Use splinting technique for immobilization
- Apply arm sling
- Demonstrate ways to clear obstructed airway for adults, children, and infants / Heimlich maneuver

### Infection Control

- Understand hand -washing
- Understand isolation – Strict Technique
- Use concurrent and terminal disinfection
- Use personal protective equipment
- Follow isolation procedures in the disposal of soiled linen
- Demonstrate principles of infection control consistently

### Personal Care

- Assist the resident to sit up in bed
- Make an unoccupied and occupied bed
- Provide mouth care (natural and no teeth)
- Provide denture care
- Provide oral care for the unconscious resident
- Give a complete bed-bath
- Give a back rub
- Provide perineal care (male and female)
- Assist with a tub bath/whirlpool and emollient bath, Sitz bath
- Assist with a shower
- Provide hair care, dressing, shaving, nail care (hand and foot), skin care, artificial eye care
- Provide AM and PM care

### Nutrition and Diet Therapy

- Serve tray/water/between meal nourishments
- Measure/record food and fluid intake

### Elimination Procedures

- Provide ostomy care
- Provide urinary catheter care
- Provide care of and emptying of urinary drainage bag
- Assist the resident with the bedpan, urinal, commode (offer/remove/clean)
- Administer enemas
- Collect urine specimens
- Collect stool specimens
- Measure/record urinary output

### Lifting, Moving Transporting

- Transfer patient from bed to wheelchair to bed
- Transfer patient from bed to stretcher to bed
- Assist with the use of crutches, walkers, and canes
- Ambulate a resident
- Apply restraint
- Demonstrate proper body techniques consistently
- Demonstrate proper cast and traction care
- Use ambulation adaptive equipment
- Use positioning devices in bed and chair
- Use prosthetic/orthotic devices
- Apply hand splint
- Position resident in bed and chair

### Admissions, Transfers, Discharges and Physical Exams

- Assist with admitting the patient
- Measure/record height and weight
- Position and drape the resident for physical examination
- Clean/collect specimens following physical exam
- Understand discharge and transfer procedures

### Pre- and Post-operative Care

- Shave a resident in preparation for surgery
- Apply elastic stockings
- Apply binders
- Assist resident to turn and deep breath

### Circulatory and Respiratory Care

- Apply warm and cold applications
- Take and record vital signs

### Life Changes and Adaptations

- Provide postmortem care

### Communication and the Client

- Demonstrate use of signal or call light, intercom, and telephone
- Report objective and subjective observation
- Communicate effectively with residents having sensory loss

### Certification/Instructional Outcomes

- Nurse Aide/Nursing Assistant Certificate of Completion
- American Heart Association CPR Certification
- ServSafe Food Handler

*Upon course completion students can take the NYS Nurse Assistant Exam for CNA Licensure*



## COMMUNITY PARTNERS AND EMPLOYERS

### COMMUNITY PARTNERS & EMPLOYERS

We work with community organizations and schools to help our students obtain resources for better living, access to healthcare, housing and additional education. We also help our students secure employment through partnerships with area businesses that employ our graduates or offer internships and apprentice training. Here is a **partial** list of our current partners:

Aaron Manor	Food Link
ACCESS-VR	Fingerlakes Health Center
Action for a Better Community	Greater Rochester Chamber of Commerce
Alternatives for Battered Woman	H & H Realty
American Packaging Company	Head Start
Association for the Blind and Visually Impaired (ABVI)	Henderson Ford
Boldo's Armory	Hickey Freeman
Bryant & Stratton College	Holiday Inn
Career Start	Ibero American Action League
Casco Security Systems, Inc.	Jewish Senior Life
Creating Assets, Savings and Hope (CASH)	Job Corps
Catholic Family Center	Keidel's Janitorial Service, Inc.
Charles Settlement House	Key Bank
Citizens Bank	Kovalsky Carr Electrical Supply Co., Inc.
City of Rochester	Larry Masei Electric
City of Rochester Police and Citizens (PAC)	Literacy Volunteers of Rochester
C.M. Armitage Electrical Contracting	Lodge at Woodcliff
Community Place	M&T Bank
Compass Group at SJFC	Mercy Outreach Center
Consumer Credit Counseling Services of Rochester	Monroe Community College
Country Inn & Suites	Monroe County Health Department
Days Inn	Monroe County Jail
Dunn Tire	National Center for Families Learning (NCFL)
East Avenue Inn	Nielsen House



New York Electrical Inspection Agency	South Plymouth Ave. Business Association
NYS Office of Temporary and Disability Assistance (OTDA)	St. Ann's Home
Palmer Food Services	St. Joseph's Neighborhood Program
RADEC Corporation	Strathallen Hotel
R-Community Bikes	Strong Memorial Hospital
Red Cross	UCLM - United Christian Leadership Ministry of Western NY
Regional Adult Education Network (RAEN)	Universal Pre-K
Residence Inn	University of Rochester
Rochester Automobile Dealers Association	Urban League
Rochester Business Alliance	US Army
Rochester City School District Office of Parent Engagement	Veterans Outreach Center
Rochester Convention Center	Volunteers of America (VOA)
Rochester Educational Opportunity Center	Walmart
Rochester Fire Department	Wegmans
Rochester Housing Council	Wesley on East
Rochester Joint Apprenticeship and Training Committee	Work Now
Rochester Police Department	Workforce Investment Board
Rochester Rehabilitation Center	Xerox
Rochester Works!	YWCA Housing Program
Saints Place	211/Lifeline
Salvation Army	
SEIU / Strong Hospital	



### guidance

OACES provides all of our students resources to help them make the most of their achievements. Whether you need help identifying employers, preparing for an interview or support during the first days of employment, OACES staff are available to meet with you. Just call and make an appointment or stop by the Employment Services Group office.

## OACES EMPLOYMENT SERVICES GROUP

### Guiding You Through the Work Search Process

The Employment Services Group (ESG) at OACES guides students through the job search process. This office provides not only career direction for students, but offers support services for employers in identifying and placing qualified candidates. ESG works closely with OACES programs such as Community & Adults in Rochester Employment and Education Resource System (C.A.R.E.E.R.S.), Career & Technical Education (CTE) and the Apprenticeship program to supply the Rochester community with educated and qualified employees.

### Transitional and Case Management Services

OACES provides transitional and case management services for students at all stages to make their evolution from student to employee a success. Activities focus primarily on one-on-one services to assist in removing common barriers experienced when looking for employment.

### Providing Resources for Students

ESG provides training and assistance in resume writing, preparing job applications, interviewing techniques, dressing for success and navigating on-line job searches among other valuable services. ESG services do not end when a participant finds employment. OACES continues to assist students through Facebook and monthly email newsletters that provide information about jobs, daily living, personal finance, healthy habits and much more.

### Providing Resources for Employers

ESG offers multiple services for employers from extensive resume banks to workplace trainings. ESG can prescreen applicants and arrange on-site timely and productive interviews to find just the right candidate. In addition, ESG is knowledgeable about employer tax incentives and grant opportunities.



## 22-23 CALENDAR-AT-A-GLANCE

July 2022 (T=0/S=0)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2022 (T=0/S=0)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2022 (T=19/S=18)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2022 (T=20/S=20)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2022 (T=18/S=17)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2022 (T=17/S=17)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### ROCHESTER CITY SCHOOL DISTRICT 2022-23 SCHOOL CALENDAR



#### SEPTEMBER

- 5 Labor Day (All Facilities Closed)
- 6 Superintendent's Conference Day (No school for students)
- 7 School Opens for Pre-K - 12 students (Full day)

#### OCTOBER

- 10 Indigenous Peoples/Columbus Day (All Facilities Closed)
- 11 Parent/Teacher Conferences/Elementary
- 13 Parent/Teacher Conferences/Secondary

#### NOVEMBER

- 4 Half-day for all students
- 8 Superintendent's Conference Day/Election Day
- 11 Veterans Day (All Facilities Closed)
- 23 Recess Day (12-month staff report)
- 24-25 Thanksgiving (All Facilities Closed)

#### DECEMBER

- 9 Half-day for all students
- 26-27 Christmas observed (All Facilities Closed)
- 28-30 Recess (School not in Session - 12-month staff report)

#### JANUARY

- 2 New Year's Day Observed (All Facilities Closed)
- 16 Martin Luther King, Jr. Day (All Facilities Closed)
- 24-27 NYS Testing (Regents Exam)

#### FEBRUARY

- 20 Presidents' Day (All Facilities Closed)
- 21-24 Recess (School not in Session - 12-month staff report)

#### MARCH

- 3 Half-day for all students
- 7 Parent/Teacher Conferences/Elementary
- 9 Parent/Teacher Conferences/Secondary

#### APRIL

- 3-6 Recess (School not in Session - 12-month staff report)
- 7 Good Friday (All Facilities Closed)
- 19-20 NYS Paper-Based Testing (3-8 ELA Assessments)

#### MAY

- 1 Superintendent's Conference Day (No School for Students)
- 2-3 NYS Paper-Based Testing (3-8 Math Assessments)
- 15 Half-day for all students
- 16 Superintendent's Conference Day (No School for Students)
- 29 Memorial Day (All Facilities Closed)

#### JUNE

- 14-22 NYS Testing (Regents Exam)
- 19 Juneteenth Observance (All Facilities Closed)
- 22 Last Day of School for PreK-12 Students
- 23 Regents' Rating Day / Last day for teachers

First Day for PreK-12 students (Full Day)

Half-day for students

Recess

Federal/State Holiday

Parent/Teacher Conference (school in session)

NYS Regents Exams/ 3-8 ELA & Math Assessments

Regents Rating Day

Superintendent's Conference Day

Teacher Days = 185 (includes Supt Conf Days)

Student Days = 184 (includes Supt Conf Days)

First Emergency Make-up Day: April 6, 2023

Approved by the Board of Education: April 12, 2022

January 2023 (T=20/S=20)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2023 (T=15/S=15)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2023 (T=23/S=23)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2023 (T=15/S=15)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

= makeup days

May 2023 (T=22/S=20)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

= makeup days

June 2023 (T=16/S=15)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

## BOARD OF EDUCATION

The Board of Education of the Rochester City School District (RCSD) is the governing body of RCSD. Current Board Members are listed below and can be found at <https://www.rcsdk12.org/boe>.



**Cynthia Elliott**  
**Board President**

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**Term Expires:** December 2025



**Beatriz LeBron**  
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**Ricardo Adams,**  
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**Term Expires:** December 2023



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**Amy Maloy,**  
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**Term Expires:** December 2023



**James Patterson,**  
**Commissioner**

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**Term Expires:** December 2025



## OACES SCHOOL ADMINISTRATION & STAFF

Dr. Lia Festenstein, Director

Mark Davis, Associate Director

Mark Rogacki, Data Analyst

Quyen Luu, Educational Resources Manager

Alla DeWolf, Development