

LAURENS COUNTY ADULT EDUCATION

TEACHER & STAFF HANDBOOK



*Making a Difference
in South Carolina*

Serving Laurens County

**Laurens County Higher Education Center
663 Medical Ridge Road
Clinton, SC 29325
(864) 938-1524**

INTRODUCTION

Laurens County Adult Education serves the citizens and businesses of Laurens County. The main office and many courses are offered on the campus of the Laurens County Higher Education Center. Other sites are located throughout the county offering many different types of programs. Our major emphasis is on offering academic preparation to prepare students for the GED Test. The main purpose of this handbook is to guide faculty and staff in understanding the Adult Education.

This handbook describes programs, policies, procedures, and philosophies, which must be adhered to at all sites and by all programs in order for the Adult Education Program to operate effectively and efficiently. It is the responsibility of the faculty and staff to read and understand what is contained in this handbook. As questions arise, please address these to the Adult Education Director. We believe that our students and their individual needs is the reason for Adult Education and that by working as a team, we can better identify and meet the needs of our students. Input from the faculty and staff is important to the success of our programs and we encourage teachers, staff, and students to share their ideas and suggestions.

Laurens County School District 55 is the fiscal agent for Laurens County Adult Education. If you have questions ask the AE Director, or you can contact the Human Resources Department for Laurens County School District 55 or the Laurens County School District 55 Business Office at (864) 984-3151. The policy regulating adult education can be found in the Laurens County School District 55 Board Policy Manuel Policy IDG.

MISSION S T A T E M E N T

The Laurens County Adult Education Program provides appropriate educational instruction for adults that increase their opportunities to accomplish their goals, to secure and maintain employment, and to become lifelong learners.

GOALS

Program Goals:

- To provide quality instruction
- To hire the best trained and qualified staff available
- To create a curriculum that is flexible and that allows for differing learning styles and academic ability levels of students
- To keep up with new developments and programs through staff developments training in order to better meet the needs of our students
- To strive to constantly improve the adult education program through teacher training and introducing new ideas and materials into the program
- To identify and support the learning and individual needs of students
- To develop and practice effective recruitment and retention policies
- To collaborate through memoranda of agreements with community agencies and businesses to promote adult learning through literacy and workplace academic enhancement
- To provide the best possible adult education program with the resources available
- To produce learners academically competent to compete in today's workplace

Student Goals:

- To help students identify and set realistic educational and personal goals
- To provide instruction and guidance that will help students meet their identified goals
- To identify and provide individualized instructional programs to meet each student's weaknesses so that the student can be successful in earning the GED
- To prepare the student to be successful in academics and the workplace by helping the student gain basic academic competencies, acquire skills that are applicable in a functional context, and be able to advance to higher levels of learning and training by earning a high school credential
- To help students experience greater self-esteem and personal satisfaction

Staff Goals:

- To establish a professional, caring relationship with your students
- To always keep what is best for students as our focus
- To be on time and in your classroom before students arrive
- To dress and act in a professional manner
- To maintain an organized, orderly learning environment with classroom rules, adult education rules, mission statement, GED testing schedule, school and district calendar, sign-in and sign-out sheet, emergency procedures, calculator poster, students' folders, secure record file, and other appropriate materials readily available
- To identify each student's leaning style and provide the appropriate instruction for each student
- To act in a professional manner always
- To follow state, district, and local adult education regulations and policy
- To maintain individual folders for each student that contains all required documents and a prescription to help the student advance in NRS levels

- To complete all required records which includes test results accurately and in a timely manner
- To be willing to contact students who are absent to encourage them to return and to maintain a monthly log of contacts and responses to be given to the Director for follow-up
- To review LACES data with the LACES Clerk and Director regularly to insure accuracy and effectiveness
- To be willing to adjust teaching strategies if needed
- To follow testing schedule and procedures as outlined in the Testing Assessment Policy Manual
- To be willing to work as a member of the Adult Education Team and share ideas and suggestions
- To keep the Adult Education Director informed regarding possible problems and provide recommendations regarding solutions.

ATTENDANCE

Absence:

As soon as you know that you must be absent, you must contact the Director to let him know. This should be done no later than 8:00am the day of the absence.

Time Sheets:

There are several different types of time/attendance forms that teacher/staff need to be familiar with:

A. Certified Staff

1. Part-time certified staff
 - a. Complete and turn in a time sheet by the due date set by the District Business Office. Notify the Director in advance if you need personal leave time. You will not be paid for this time.
2. Full-time certified staff
 - a. Complete an absence report and turn in by the last day of the month, even if you are not absent.
 - b. Complete and have the Director sign a request for leave form in advance if you need personal leave time. This form will be turned in along with the absentee report on the first day of the next month. This counts against accrued sick leave time.

B. Classified Staff

1. Part-time classified staff
 - a. Complete and turn in a time sheet by the due date set by the District Office. Notify the Director in advance if you need personal leave time. You will not be paid for this time.

Perfect Attendance:

Teachers and staff are rewarded for perfect attendance each semester. Full time personnel receive \$100 per semester and part time employees' reward is pro-rated based on hours worked.

Student Attendance:

It is very important for funding to keep accurate records on student attendance. The state bases part of our funding formula on the TABE pre-test and 12 hours of student attendance. Teachers must be able to document student attendance by having students sign in each day and then by reporting attendance to the LACES Clerk on a schedule given by the LACES Clerk. When a student has missed several days, the teacher should call or send the student a post card encouraging him to return to class. The teacher should keep a monthly telephone log regarding the date and time a call was made and the results of the call. This log will be turned in to the Director at the end of the month and if needed, follow-up made by the Career Transition Specialist.

Career Transition Specialist

Laurens Adult Education employs a Career Transition Specialist to assist students in the transition into adult education, student orientation, testing, helping students develop career goals, providing information and working with students on career readiness activities, and providing contacts with industry and community agencies.

Curriculum Director

The Curriculum Director is in charge of keeping the curriculum for the Adult Education Program up-to-date and providing appropriate curriculum-related staff development. The Curriculum Director reviews all student transcripts and is the liaison between the school districts and Adult Education in terms of implementing IDEA. In addition, the Curriculum Director reviews HSAP data and develops study plans for students who need just HSAP to graduate.

FOR YOUR INFORMATION, COPIES OF SPECIFIC POLICIES AND PROCEDURES ARE PROVIDED ON THE “RESOURCE PAGE” OF OUR WEBSITE.

Emergency Procedures:

Each Adult Education location has established emergency procedures for fires, tornado, bomb threat, earthquake, and lockdown. You need to become familiar the procedures for the locations that you serve.

Classroom Management:

Each instructor is expected to handle classroom management by following the discipline codes Laurens County Adult Education. These rules should be posted in each room and are reviewed with students when they register and during orientation. If a situation arises that is beyond the control of the instructor, notify the Adult Education Director immediately. For off campus sites, notify the closest administrator and then the Adult Education Director immediately. In case of extreme emergency, call the proper legal authority, such as police or fire departments.

Teaching Supplies/Materials/Books/Testing Materials/and Copiers:

All purchases will be made by the adult education bookkeeper unless prior approval has been obtained from the Adult Education Director in writing. Anyone needing supplies and materials must request them in advance. The HEC and the Church Street Centers have a designated person from whom to request these items. The Director holds these people responsible for insuring that these items, along with the use of copiers, can be accounted for and properly inventoried. Request for special materials And instructional supplies should be made directly to the AE Director.

Maintenance Request:

Maintenance requests, including computer issues, should come to the AE Director, and for off-campus sites, the administrator responsible for the facility. In case of an emergency, contact the proper authorities or AE Director.

Faculty/Staff Development Meetings:

It is the practice of Adult Education to hold staff development meetings at appropriate times. Since our program has many different sites, and since instructors do not work on Fridays, it is not always advantageous to hold staff meetings that coincide with the Laurens County School District 55 schedule. It is our goal to hold at least one staff development meeting once a month. The internet E-mail will give notice well in advance. The AE Director maintains an E-mail list of faculty/staff and communicates by E-mail. You need to check your E-mail regularly.

Parking Permits:

Each student and faculty who parks at the Higher Education Center on a regular schedule must have a parking sticker. Teachers need to request these permits from the LACES Clerk. Students will apply for permits during student orientation.

Adult Education Office Hours/Registration:

Adult Education Office hours at the Higher Education Center are from 8:00AM until 4:00 PM, Monday- Thursday, and from 8:00AM until 12:00 noon on Fridays, unless an appointment is made in advance.

Classes for all programs are held at the time and place published on the monthly schedule by the AE Director. The GED classes at the HEC run year-round. Students can register at any time for GED and other Adult Education classes by calling the Adult Education office at (864) 938-1524. Refer to our website for all sites and times.

Testing Procedures:

Gaining accurate information on student achievement is a critical part of Adult Education. This is accomplished by giving placement assessments at regular intervals. The SC Adult Education Department has established assessment guidelines to which all adult education programs must strictly adhere.

1. The SC Testing Assessment Policy Guide must be followed.
2. Testing must be done in a quiet, separate location with no teaching taking place in it.
3. Testing must be done on the approved schedule.
4. The tester must be trained and certified to give the test.
5. Testing must be monitored at all times.
6. Tests are scored and recorded by the LACES Clerk and results given to the teacher or AE Director to be discussed with the student.
7. All students must have the locator and TABE pre-test to become enrolled in Adult Educ.

**STAFF
PAYROLL
FORMS**

TIME SHEETS

1. Each part-time staff member turns in a weekly timesheet.
2. All time sheets must be signed by the employee, his or her immediate supervisor, and the director.
3. Time sheets from GED/Family Literacy/ Sanders Center staff are to be approved by LaDell Adams and then sent to the HEC for the director's approval.
4. Time sheets must be turned in by the due date set by the District Office. These dates are listed on our website. **(A week CANNOT be SPLIT and you CANNOT LIST HOURS NOT WORKED.)**
5. The bookkeeper makes a copy of each timesheet and places it in the individual's file. The bookkeeper then forwards the original time sheet and absentee reports to the Laurens School District 55 business office.
6. Absentee reports are due at the end of each month, whether or not you have been absent (full-time employees only).
7. Please pre-approve any planned absences with the director in advance.

**THE TIME SHEET FOR PART-TIME EMPLOYEES IS IN
GOOGLE DOCUMENTS.**

**THE ABSENTEE REPORT FOR FULL-TIME EMPLOYEES IS IN
GOOGLE DOCUMENTS.**

STUDENT ATTENDANCE FORMS

REFER TO FILES IN GOOGLE DOCUMENTS

There are different pre-labeled attendance forms for EACH site. They include: First 12 hours (testing/orientation), 13+ hours daily classroom, Family Literacy (has a spot for the child's name), Distance hours, and Computer Assignment (for the labs). MAKE SURE YOU ARE USING THE CORRECT FORMS!!!

**STAFF DIRECTORY
AND
BIRTHDAYS**

**REFER TO FILES IN
GOOGLE
DOCUMENTS**

ADULT EDUCATION CALENDAR

**REFER TO “STAFF
RESOURCE PAGE”
ON OUR WEBSITE**

**This includes our staff development dates and our
GED testing dates.**

There is also a “Calendar of Events” link on the home page.

**STAFF
EMERGENCY
CALLING LIST**

**REFER TO FILES IN
GOOGLE
DOCUMENTS**

WEATHER CLOSING POLICY

- **Higher Education Center (HEC) is based on Piedmont Technical College**
- **Church Street, Literacy, & Sanders Center is based on Laurens School District 55**
- **Joanna, United Ministries, & MS Bailey is based on Laurens School District 56**

CLASSROOM EMERGENCY GUIDES

THIS INCLUDES:

FIRE

BOMB THREAT

TORNADO

EARTHQUAKE

LOCKDOWN

FIRE DRILL PROCEDURES

Code: Fire Drill Alarm or Verbal Announcement of Fire Drill

1. Instructor will pick up student roster/sign-in sheet and radio, closing door on the way out of classroom.
2. Instructor and students will exit building in an orderly manner as directed by the Adult Education Center exit plan.
3. Instructors will assemble students away from the building, and not in driveways or parking areas.
4. Instructors need to immediately report to Director if they have students not accounted for.

SECRETARY:

1. Phone for emergency assistance.
2. Phone superintendent.
3. Take emergency student and personnel information file and laptop computer with student data storage to the evacuation site.

CUSTODIAN:

1. Will attempt to locate fire and report to building manager.
2. Check fire control panel and determine area of fire or smoke.
3. Direct firefighters to location in building of reported fire.
4. Direct utility personnel to location of natural gas cutoff.

FIRE

BOMB THREAT PROCEDURES

Code: Code Blue is announced followed by Fire Drill Alarm

Follow normal fire drill procedures unless a different procedure is announced:

1. Instructor will pick up student roster/sign-in sheet and close door on the way out of classroom.
2. Instructor and students will exit building in an orderly manner as directed by the Adult Education Center exit plan.
3. As rooms are being evacuated, adults who occupy the building should visually inspect the area of the building that they occupy so they can identify suspicious items, packages, etc. Suspicious items should not be touched. Notify the Director or crisis team leader of the location of any suspicious item. Do not turn lights off or on.
4. Students should be instructed to take any personal belongings with them as they evacuated the building. This does not mean that they should go to other areas of the building to retrieve personal items.
5. Instructors will assemble students away from the building, and not in driveways or parking areas.
6. Instructors need to report immediately to the Director if they have students not accounted for.

DO NOT USE CELL PHONES OR RADIOS FOR COMMUNICATION DURING BOMB THREATS.

Secretary:

1. Call emergency numbers (911)
2. Take emergency student and personnel information file and laptop computer with student data storage to the evacuation site.

Custodian:

1. Direct emergency responder to gas and electricity cutoffs.
2. Check building perimeter and custodial closets, mechanical rooms, electrical rooms, etc.
3. Report to Director.

BOMB THREAT

TORNADO PROCEDURES

Code: Tornado Drill is announced

1. Students should proceed to their designated position against the wall and assume a kneeling position, head down, with hands covering the back of their heads.
2. Students in unsafe locations at the time of the drill will go to assigned locations at the direction of the instructor. Instructors will know where to take students from their classrooms.
3. Instructors are to close classroom doors after students exit into hallways. Leave classroom windows open, if possible.
4. Quietness is extremely important so that any necessary directions can be called down the hallway.
5. Instructors should keep their class rosters/sign-in sheets with them during the drill, kneel behind their classes to be sure students are following the drill or emergency procedure, and to verify student classroom count.

Secretary:

Remain near the phone in the office.

Weather Spotter:

Act as a weather spotter looking southwest from a window or doorway.

Custodian:

Turn off all utilities (electricity, water and fuel) if directed by the Director.

TORNADO

EARTHQUAKE PROCEDURES

DEFINITION: Trembling and shaking of the building and grounds signaling movements in the earth's crust.

CODE: Earthquake Drill will be announced.

1. Protect face and head from flying debris with arms, books, coats, etc. "Duck and Cover" drill.
2. Stay in this position until building tremors and/or flying debris ceases.
3. Await further instruction.
4. When so instructed, evacuate a safe distance from the building. If electricity is inoperative, bull horn or other communication will signal evacuation. If students need to move to an alternate safe area, instructors will be notified by the Director.

Secretary:

1. Call emergency numbers (911).
2. Take emergency files to evacuation site.

Custodian:

1. Report to Director.
2. Direct emergency responders to location of gas and electricity cutoffs.

EARTHQUAKE

LOCKDOWN PROCEDURE

Code: Lockdown will be announced.

1. Lock classroom doors and keep students in classroom until all is clear.
2. Keep students away from windows and doors.
3. If possible, slide green "room number" card under door and tape one to window.
4. If all is not well in the classroom and if possible, use the red "room number" card to slide under door and tape to window to indicate the need for immediate help.

Secretary:

Aid in communication with police and superintendent.

Custodian:

Aid in evacuation and other activities as Director directs.

LOCKDOWN

FORMS

REFER TO FILES IN GOOGLE DOCUMENTS

- WIA book request
- New student information sheet (used in orientation/walk-ins wanting info)
- Keywords for each program
- LACES login, reports, NRS tables, Table 4 & 4B
- Fast Track Check list
- IPAD sign-in/out form
- Staff in-service/staff development sheet
- Testing guidelines (TABE, OPT, Fast Track)
- Intake procedures (only three: 4hr sites, 2.5-3hr sites, Workkeys)

If you can't find a form, or think there should be a form on here that is not, please contact Andrea and let her know. She will get it put in google documents.

**NRS Table
With
Grade
Equivalency
Score
For Teacher
Eyes ONLY!**



TABE Forms 9 & 10 Normed Scales Scores for NRS Levels

Educational Functioning Level	Grade Equivalent	Reading Scale Score	Math Scale Score	Language Scale Score
Beginning Literacy	0-1.9	At or below 367	At or below 313	At or below 389
Beginning Basic	2.0-3.9	368-460	314-441	390-490
Low Intermediate	4.0-5.9	461-517	442-505	491-523
High Intermediate	6.0-8.9	518-566	506-565	524-559
Low Adult Secondary	9.0-10.9	567-595	566-594	560-585
High Adult Secondary	11.0-12.9	596 & above	595 & above	586 & above

**NRS Table
Without
Grade
Equivalency**

**For Use With
Students**



TABE Forms 9 & 10 Normed Scales Scores for NRS Levels

Educational Functioning Level	Reading Scale Score	Math Scale Score	Language Scale Score
Beginning Literacy	At or below 367	At or below 313	At or below 389
Beginning Basic	368-460	314-441	390-490
Low Intermediate	461-517	442-505	491-523
High Intermediate	518-566	506-565	524-559
Low Adult Secondary	567-595	566-594	560-585
High Adult Secondary	596 & above	595 & above	586 & above

INTAKE AND TESTING/ ORIENTATION PROCEDURES

REFER TO FILES IN GOOGLE DOCUMENTS

**There are different intake procedures for EACH
type of program. They include:**

4 hour sites

2.5-3 hour sites

WorkKeys (GED students & walk-ins)

**MAKE SURE YOU ARE USING THE CORRECT
PROCEDURES AND ATTENDANCE
FORMS/GOOGLE ATTENDANCE!!!**

**TESTING
GUIDELINES**

**TABE, OPT,
FAST TRACK**

**REFER TO FILES IN
GOOGLE
DOCUMENTS**

**REGISTERING FOR
THE GED TEST
AND
SCHOLARSHIP
INFORMATION**

**REFER TO OUR
WEBSITE**

**THESE STEPS MUST BE
DONE ELECTRONICALLY
NOW. NO PAPERS WILL
BE ACCEPTED!**

Registering and Scheduling a GED Test

1. Submit the student's name and email address to Dr. Makla via email. If a student does not have an email we will use the recommending teacher's email.
2. If the student is requesting accommodations, include that in the email.
3. Dr. Makla will handle **ALL** registrations.
4. Dr. Makla will email the teacher when the registration process is complete.
5. Once the teacher receives the email that the registration is complete, the scheduling process may begin.
6. Go to our webpage and under the "Staff Resource Page" complete the "Student Scheduling for the GED with a Scholarship" form.

Guidelines:

- The student has a pre-test
- The student has attended the 30/40 hours
- The student has a post-test
- The student has to have completed the Workkeys test by the end of the third GED test or no other GED tests will be scheduled.

SURVEYS

REFER TO OUR WEBSITE

- MONTHLY FOLLOW-UP FOR STUDENTS
NO LONGER ATTENDING
- STAFF
- POST-TEST GEDSTUDENTS
- POST-TEST FAMILY LITERACY
STUDENTS
- EXIT FOR THOSE TAKING THE GED TEST

RECORDKEEPING PROCEDURES

REFER TO FILES IN GOOGLE DOCUMENTS

- **OFF-SITE RECORDS**
- **PROCEDURES**
- **ORDER TO KEEP THEM IN**
- **TEACHER (BLUE) & STUDENT
(MANILLA) IN CLASSROOMS**

**INSERVICE/
STAFF
DEVELOPMENT
SHEETS**

**REFER TO FILES IN
GOOGLE
DOCUMENTS**

**These must be turned in twice during the year;
before Christmas break and at the end of the
year. ONLY include things outside of our
monthly staff meetings.**

**ADULT
EDUCATION
ACRONYMS**

**REFER TO FILES IN
GOOGLE
DOCUMENTS**

IDEA
Individuals with
Disabilities Education
Act

REFER TO FILES IN
GOOGLE
DOCUMENTS
OR

Staff Resource Page of our website for:

- **Documentation Guidelines for Candidates (IEP)**
- **Accommodations Request Forms (IEP)**

IEPs for students at all locations are locked in a fire-proof filing cabinet at HEC.

There is a sign-in/out sheet in the front of the file drawer containing the IEPs.

When a teacher needs to review anything in the IEP, the teacher must:

- **Get the key from the receptionist.**
- **Sign out the student's file and review it in the office.**
- **Return the file to its original location, signing it back in.**
- **Lock the drawer.**
- **Return the key to the receptionist.**

No IEP is to be removed from the office. The transition specialist will provide a list of accommodations, if any, that the student must receive during instruction and/or testing.