LAURENS COUNTY

ADULT EDUCATION

**TEACHER**

**& STAFF HANDBOOK**

**2018 - 2019**

#

# 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 is located on the campus of the Laurens County Higher Education Center. Other sites are located throughout the county, offering GED® and WIN® programs. Our major emphasis is on offering academic preparation to prepare students for the GED® Test, but we also prepare students for the workforce, alongside our partners at the SC Department of Employment, Vocational Rehabilitation, the Department of Social Services, and Piedmont Technical College. The main purpose of this handbook is to guide faculty and staff through 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 information contained in this handbook. As questions arise, please address these to the Adult Education Director. We believe that serving our students and their individual needs is the reason Adult Education exists 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 Adult Education 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) 984-3568. The policy regulating adult education can be found in the Laurens County School District 55 Board Policy Manuel Policy IDG.

**MISSION STATEMENT**

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 in jobs with sustainable wages, 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 development training in order to meet the needs of our students

• To strive constantly to improve the adult education program through teacher training and introduction of new ideas, materials, and technology 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, with the necessary soft

 skills to be successful in their chosen careers

**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

* To help students master the soft skills necessary to acquire and maintain jobs with sustainable wages

**Staff Goals:**

• To establish a professional, caring relationship with your students

• To focus always on what is best for your students

• 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 student folders containing all required documents and a prescription to help the student advance in NRS levels

• To complete all required records, including recording 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/NextGen data with the LACES Clerk and Director regularly to insure accuracy and effectiveness

• To be willing to adjust teaching strategies as 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 to provide recommendations regarding solutions.

**Absences:**

**ATTENDANCE**

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 8:00 AM the day of the absence, and it includes teaching and intake staff at all sites.

**Time Sheets:**

**Certified Staff**

Part-time certified staff

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.

 **Classified Staff**

Part-time classified staff

 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 quarter 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 submitting attendance via Google Docs to the LACES Clerk at the end of class each Thursday. 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. If follow-up is needed, the teacher should enlist the assistance of the College & Career Navigator and, where applicable, the Family Literacy Director.

**College & Career Navigator**

Laurens Adult Education employs a College & Career Navigator to assist students in the transition into adult education, student orientation, helping students develop career goals, providing information and working with students on career readiness activities, and providing contacts with industry and community agencies. The College & Career Navigator works with students to help them master the soft skills needed to acquire and maintain jobs that pay sustainable wages.

 **Adult Education Director**

 The Adult Education Director is in charge of keeping the curriculum for the Adult

 Education program up-to-date and providing appropriate curriculum-related staff

 development. The Adult Education Director reviews all student transcripts and is the liaison

 between the school districts and Adult Education in terms of implementing IDEA. In

 addition, the Adult Education Director reviews high school transcripts to determine whether

 students interested in earning a state high school diploma meet the requirements for

 VirtualSC, the state’s online Carnegie Unit class program. The Adult Education Director is

 also responsible for setting up MyGED® accounts for new students and arranging for GED-

 Ready® tests.

**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 for Laurens County Adult Education. These rules are reviewed with students when they register and during orientation and should be posted in each classroom. 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 Main 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 off­campus 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, at least twice per day (morning and afternoon).** Refer to the calendar on the AE web page for pre-scheduled in-service dates.

**Adult Education Office Hours/Registration:**

Adult Education Office hours at the Higher Education Center are from 8:00 AM 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 sometimes run year-round. Refer to our website’s “Calendar of Events” page for information on each site, registration for classes, and public GED® testing dates.

**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. Tests must be administered 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 Education

**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 Main Street 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.

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**

**There are different pre-labeled attendance forms for EACH site. They include: Daily classroom,**

**ESL, and WIN® Testing.**

**MAKE SURE YOU ARE USING THE CORRECT FORMS FOR THE CORRECT CLASS!**

**Teachers will be given pre-printed daily attendance sheets each Monday to use for that week. At HEC, Andrea will provide these sheets; at Main Street, Candace will provide these sheets; at United Ministries, Cecelia will provide these sheets; and at ESL, Nell H. will provide these sheets. At the beginning of the year, Andrea will email Candace, Cecelia, and Nell H. a template to add names for attendance purposes. These sheets need to be pre-printed with the student ONLY signing his or her initials. If the student’s name is NOT on the pre-printed sheet, the student needs to see the intake specialist. No student should be allowed to enter the class without his or her name being pre-printed on the attendance sheet unless the student has a pink class admission ticket.**

**STAFF DIRECTORY AND**

**BIRTHDAYS**

**REFER TO FILES IN GOOGLE DOCUMENTS**

**ADULT EDUCATION CALENDAR**

**REFER TO “Calendar of Events” TAB ON OUR WEBSITE**

**This includes our staff development dates,**

 **GED® testing dates, &**

**WIN® Testing dates.**

**STAFF**

**EMERGENCY**

**CONTACT LIST**

**REFER TO FILES IN GOOGLE DOCUMENTS**

**Joe will send out an email and text in the event of bad weather delays and closings.**

**WEATHER CLOSING POLICY**

* **Higher Education Center (HEC) is based on Laurens School District 55.**
* **Main Street, Adult Basic Education, and Ford sites are based on Laurens School District 55.**
* **Vocational Rehabilitation and Johnson Detention Center sites are based on Laurens School District 55.**
* **United Ministries site 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, 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 OR Verbal Announcment**

**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 evacuate 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 (91 1).

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 sitting 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, sit behind their classes to be sure students are following the drill or emergency procedure, and verify student classroom count.

**Secretary:**

Remain near the phone in the office.

 **Weather Spotter:**

1. Act as a weather spotter looking southwest from a window or doorway.
2. **Custodian:**
3. 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.**

l. 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**

* New student info sheet (used for walk-ins wanting info)
* Keywords for each program
* LACES login, reports, NRS tables
* Weather closing policies
* iPad sign-in/out form
* Staff in-service/staff development form
* Testing guidelines (TABE, GED-Ready®)

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** |

**BEST PLUS/**

**ESL**

**NRS Table**

**BEST Plus Scoring Levels**

(Excerpted from the State Assessment Guidelines)

BEST Plus scale scores have been correlated to two sets of proficiency level descriptors: the Student Performance Levels (SPLs) and the NRS ESL Functioning Level descriptors (see below). Knowing the students’ SPLs provides general background information about what they know and can do in oral English and reveals areas where they need to improve.

|  |  |  |
| --- | --- | --- |
| **NRS Levels** | **Student Performance Level** | **BEST Plus Scoring Range** |
| Beginning ESL Literacy | SPL 0 – 1 | 400 and below |
| Low Beginning ESL | SPL 2 | 401 – 417 |
| High Beginning ESL | SPL 3 | 418 – 438 |
| Low Intermediate ESL | SPL 4 | 439 – 472 |
| High Intermediate ESL | SPL 5 | 473 – 506 |
| Advanced ESL | SPL 6 | 507 – 540 |
| Exit Criteria from NRS | SPL 7 | 541 and above |

**INTAKE AND**

**TESTING/**

**ORIENTATION**

**PROCEDURES**

**REFER TO INTAKE FLASH DRIVE**

**There are different intake procedures for**

**EACH type of program.**

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

**TESTING**

**GUIDELINES**

**TABE, GED-Ready**®,

Low Adult/High Adult Entry

**REFER TO FILES IN GOOGLE DOCUMENTS**

**REGISTERING FOR THE GED**® **TEST**

**AND**

**SCHOLARSHIP INFORMATION**

**REFER TO OUR WEBSITE**

**THESE STEPS MUST BE COMPLETED ON THE TEST TICKET FORM BEFORE REFERRING THE STUDENT TO THE DIRECTOR FOR TESTING.**

**SURVEYS**

**REFER TO OUR WEBSITE**

* MONTHLY FOLLOW-UP FOR STUDENTS NO LONGER ATTENDING
* STAFF
* GED® STUDENTS QUARTERLY
* EXIT FOR THOSE TAKING THE GED® TEST

**RECORDKEEPING PROCEDURES**

**REFER TO FILES IN GOOGLE DOCUMENTS**

* **OFF-SITE RECORDS**
* **PROCEDURES**
* **ORDER TO KEEP THEM IN**

**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 (IEP)**

**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 Adult Education Director will provide a list of accommodations, if any, that the student must receive during instruction and/or testing. These lists must be kept in the student’s blue folder behind the test ticket.**