**Rock Hill Adult & Community Education**

**Staff Handbook**

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Vision [Return](#TOC)

 Our vision is for all adults within our community to have a high level of literacy that enables them to access needed information, take independent action, express ideas and opinions, keep up with the changing world, and exercise rights and responsibilities as family members, workers, and

community members.

Mission [Return](#TOC)

Our mission is to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Employee Handbook [Return](#TOC)

The Rock Hill School district’s Employee Handbook may be found by clicking on the following link [Download the Employee Handbook](https://www.rock-hill.k12.sc.us/cms/lib/SC01000464/Centricity/Domain/74/Employee%20Handbook%202017-18.pdf)

**Student Outcomes** [Return](#TOC)

* Achieve educational gains and demonstrate personal and social development.
* Attain basic skills competencies, learn skills that are applicable in a functional context, and advance to higher levels of learning.
* Know, understand, and be able to apply the school’s Guiding Principles
* Experience greater self-esteem and personal satisfaction.
* Achieve his or her goal complete the program.

**Program Outcomes** [Return](#TOC)

* Engage in on-going program planning that is participatory and responsive to the needs of the adult learners and the community.
* Deliver quality instruction with professional instructors.
* Establish a flexible curriculum that allows for differences in learning styles and instructional levels.
* Promote on-going staff development and training that reflect research-based best teaching practices.
* Assist in providing support services to adult students.
* Develop yearly recruitment and retention plans.
* Collaborate with community agencies and local businesses and industries to promote adult literacy and workplace skills enhancement.
* Transition students from RHAE to a job that pays a living wage, to post-secondary education, or the military.
* Using WIOA, implement all federal and state guidelines.

###### **GOALS** [Return](#TOC)

As the initial step in putting our program philosophy into practice, the Rock Hill Adult/Community Education Program, with support of the Board of Trustees and district-level leadership, has adopted the following goals:

1. to adhere both in intent and application of the general goals established by the Board of Trustees of Rock Hill School District.

2. to provide a functional, accessible, and safe school environment by improving and maintaining the physical plant as funding and personnel allows.

3. to provide staff development opportunities in order that teachers and administrators might have increased access to instructional theories, up-to-date materials, computer training for instruction and management, the latest trends and methodologies in adult education, school law, and practical application opportunities.

4. to respect and treat all students as individuals by designing and implementing courses of study tailored as much as possible to individual needs.

5. to encourage the use of varying instructional techniques within each classroom / lab to address different learning styles and abilities.

6. to encourage the utilization of varied community resources to further provide our students information and assistance necessary for their continued growth and development.

7. to encourage varied in-class presentations by school and community resources on topics of general concern and relevance to academic, personal and career growth.

###### **DAILY WORK SCHEDULE** [Return](#TOC)

* The daily work schedule is determined by the staff member’s employment classification.
	+ **Full-time “Exempt”** employees are not bound to a specified number of work hours per day or week. Reference page eleven of the [district employee handbook.](https://www.rock-hill.k12.sc.us/cms/lib/SC01000464/Centricity/Domain/74/Employee%20Handbook%202017-18.pdf)
	+ **Full-time hourly** employees are scheduled to work up to forty (40) hours per week. Any hours beyond forty is considered over-time, and must be authorized in advance by the Director.
	+ **Part-time hourly** employees shall follow the agreed upon work schedule, which is typically aligned with the function of the job; i.e., a P/T teachers schedule is aligned with the student’s class schedule, and test administrators schedule will align closely with the exam schedule.

Absence From Work [Return](#TOC)

If absence from work is necessary:

* With as much advanced notice as possible have direct communication with the Director or designee. Phone contact information will be shared with all staff. **Text or email notification is acceptable; however, it is the staff member’s responsibility to assure notification was received, and received in a timely manner. Teacher absence requires an adjustment to class schedules; therefore, early/timely notification is important.**
* It is the responsibility of the teacher of record to provide lesson plans for the class during the absence.
* **PLEASE NOTE:** Because AE is not funded for substitutes, in the event a substitute is necessary, we will first call on other members of our staff for assistance. Please be flexible and willing to arrange your schedule as necessary should such a need occur.

**Signing in / out** [Return](#TOC)

All staff members shall sign in/out daily on the electronic sign-in computer. The time sheet shall reflect the *actual days/time worked.* Please note that request for leave shall be directed to the Director or designee.

**Payroll** [Return](#TOC)

**Time sheets shall be submitted to Linda Yarborough according to the schedule below.** Employee payroll documents are professional documents and shall be completed with accuracy and clarity. Although the payroll form may be printed and completed with black or blue ink, the form is also fillable and self-calculating to assist with accuracy and clarity. Payroll forms may be retrieved from the following link. <https://www.rock-hill.k12.sc.us/Page/4929> Please complete all sections, and do not alter the document in any way. Only original signed copies will be accepted for payroll. Requests for assistance should be directed to Ms. Yarborough.

**Part-Time / Hourly Employee Payroll Due Dates: 2018-2019**

**Due to Ms. Yarborough Pay Period**

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**Communication Plan** [Return](#TOC)

Staff work schedules limit opportunity for face-to-face communication and frequent full-staff meetings among adult education staff. Therefore, the primary means for distributing information will be through email exchange…using the district-provided “Outlook” platform. Staff is expected to check their work email at the beginning of each workday, as well as periodically through the workday. In an effort to limit email volume the Weekly Bulletin will be used as a “one-stop” portal to organize events, schedules, announcements, and any other information to help keep us informed. The staff is asked to contribute information for the Weekly Bulletin by the close of business each Friday by emailing information they want included to the Director.

Considerations when sending email:

* Be brief and concise, and write for the reader.
* The name(s) of individual(s) in the “TO” line is the primary recipient and the one to take action…if necessary.
* CC anyone who fits into the “needs to know” category, but does not need to respond or take action.
* Bulleted statements often are preferred over narrative.
* Read the email as if you were on the receiving end…checking for clarity. Write for the reader’s understanding.
* Avoid assuming the reader understands the writer’s slang or acronyms.

**MAILBOX** [Return](#TOC)

Mail is kept in individual staff member’s mailbox, located in the main office. Please make it a habit to check your assigned box frequently each day, and especially prior to leaving at the end of the day.

**MAINTENANCE / CLEANING PROCEDURES** [Return](#TOC)

Each teacher is responsible for the care and condition of their classroom. Several points need to be stressed in regard to maintenance and room cleaning:

1. Before the conclusion of each day, please make sure each student has all materials put away and that nothing remains on the floor.

2. Report any maintenance or cleaning problems with your classrooms, computer labs, or restrooms to the administrator and Administrative Assistant via email, being specific regarding what needs to be corrected.

Always remember that the custodial crew has a limited amount of time in which to clean the building. They need our assistance. The cleanliness of work environment is **everyone’s** responsibility.

Let us establish high standards for keeping our areas of responsibility, the restrooms, the break room, and the building neat and attractive, as we want to be good stewards of our workplace and facility. We owe it to our students and community.

Master Schedule [Return](#TOC)

**ADULT EDUCATION MASTER SCHEDULE**

**2018-2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Location** | **Teacher and Teaching** **Assistant** | **Course(s)****/Subject** | **Day(s)** | **Time** | **Room Number** |
| **Flexible Learning Center****1234 Flint St. Ext.****Rock Hill, SC** | **Jennifer Teknipp** | **Basic / P-HSE / HSE****M / R / S / SS** | **M/T/W/TH****M / T**  | **9:00am – 12pm****5:30 – 7:00pm** | **A – 100 Suite** |
|  | **Kolnecca Johnson** | **Basic / P-HSE / HSE****M / R / S / SS** | **M/T/W/TH****M**  | **9:00 - 12:00****7:00 – 8:30pm** | **A – 100 Suite**  |
|  | **Phyllis Moore** | **Basic / P-HSE / HSE****M / R / S / SS** | **M/T/W/TH** **T** | **9:00am – 12pm****5:30 – 8:30pm** | **A – 100 Suite** |
|  | **Susan Moore** | **Basic / P-HSE / HSE****M / R / S / SS** | **M / T** | **5:30 – 8:30pm**  | **A – 100 Suite** |
|  | **Kathy Stanley****Susan Cassels – Asst.****Bridgette Miller – Asst.**  | **Literacy** | **M/T/W/TH****M/T/W/TH M / T** | **9:00am – 12pm****9:00am – 12pm 5:30pm – 8pm** | **A - 106** |
|  | **Robin Young** | **ESL** | **M/T/W/TH****M / T** | **9:00am – 1pm** | **A - 105** |
| **Sylvia Circle Elem.****929 Sylvia Circle****Rock Hill, SC** | **Geisel Lawhun** | **ESL-ParentSmart** | **Mon - Thurs** | **9am – 12:30pm** | **Off Site****Sylvia Circle** |
| **Vocational Rehabilitation****1020 Heckle Blvd****Rock Hill, SC** | **Susan Moore** | **WIN / TABE** | **Mon - Fri** | **8:30am – 1pm** | **Career Readiness Training Room** |

#### STUDENT FOLDERS [Return](#TOC)

#### All instructors must keep two folders on each student, in addition to the student permanent record which is kept in the LACES Coordinators Office. (refer to LPR QI VII for specific folder documentation requirements).

An ***administrative (teacher) folder*** should be maintained on each student. This folder should be stored in a secure location in your classroom with access limited to teachers and other staff members. Inactive student folders are kept in B-113. Upon graduation, the folder is given to the transition specialist for follow-up purposes. After follow up, any pertinent information is will be added to the student’s cumulative/permanent record and maintained on file in the AE vault or in fireproof file cabinets.

The ***administrative (teacher) folder*** should contain, at a minimum:

* A copy of the student’s registration form
* Copy of TABE/TestMate Individual Profile Sheet or BEST Plus / BEST Literacy score report
* Copy of any other test scores (i.e., end of course, standardized, GED Ready™, GED, WorkKeys, etc.)
* Current and up-to-date Progress Record Sheet that includes student test scores, outline of study plan (assigned books and computer assignments), and relevant passwords (GED.com, ITTS, KET, etc).
* Copy of AE planning sheet that outlines credits earned and credits needed for graduation (for high school diploma students)
* Signed Student Agreement Form and Goal Sheet
* Copy of any learning styles assessments that have been administered
* Family Literacy pre-survey, post-surveys, and goal summary form (if applicable)
* Copy of student accommodations per IEP or 504 (if applicable)
* Portfolio materials, if used, which demonstrate student progress

#### A working folder (student file) should be kept in the classroom in a readily accessible location. This is the student’s work file and may contain all the worksheets, projects, and other materials the student is using in the academic classroom. The working folder should contain, at a minimum:

#### Copy of Student Agreement Form and Student Goals Sheet

#### Student’s Instructional Plan

* Course requirement/prescription sheets (study guides) for GED students or syllabus for HSD students (if using Gradpoint).
* Study guides (prescription / competency sheets) for assigned books/computer programs that show student completion dates and progress scores.
* Copy of TABE Individual Profile Sheet.
* Copy of BEST Plus / BEST Literacy Individual Profile Sheet (if applicable)
* Materials (completed and graded work) which demonstrates student progress

A ***permanent record file*** will also be maintained on each student. This file will be kept in the AE vault or in fireproof file cabinets. Official student permanent records should be maintained at the main AE site. (Refer to LPR Quality Indicator VIII for specific information on the contents of a student’s permanent record.)

**Emergency Procedures / Crisis Plan** [Return](#TOC)

* Emergency / Evacuation Drill procedures are posted at the exit to each classroom. It is the teacher’s responsibility to know the procedures, as well as communicate to the class and respond appropriately should an emergency event / drill occur.
* Review drill procedures with students at the beginning of each session.
* Teachers will be informed in advance of any drill exercise in an effort to plan for the interruption and minimize disruption to learning.
* Students; however, shall not be informed, as it is important the drill exercise resemble an actual event.

The following procedures are in place to provide controlled movement away from the emergency location:

**When the emergency alarm sounds:**

* Teacher gets full attention of room occupants and provides necessary instructions, gathers attendance and records file, and begins immediate evacuation.
* Be certain to close windows and door(s) during exit.
* Exit the building quickly, quietly, and orderly.  Unnecessary talking/noise could jeopardize the safety of others.

Teachers are to take the attendance record to verify that ALL of students exited the building safely.  Once outside (100” from the building), keep students in tight group and account for all students. If anyone is missing an administrator should be notified immediately.  In a drill situation, administrators have been known to intercept students to practice the expected response.  This tactic is not intended to be a “gotcha”, but does remind us of the importance of accounting for all students.

Be alert to possible “BLOCKED EXITS”, and provide advanced notice to students of alternative exit routes, if necessary.  A student is likely to be the first to recognize blocked exit and will need to communicate to group.  Plan in advance for this possibility.

Wait quietly in the designated outside “safe zone” (repeat…at least 100’ from the building) until the all-clear signal is given to return to the building.

Make sure classes remain together with their teacher throughout the drill procedure.

\*\*Please inform students, who may be away from class at the time of the alarm, to evacuate with the class nearest their location at the time of alarm.  They must inform the teacher of their circumstance.  The student shall be reported by each teacher…one to report the student as missing, the other to report being present with their class.

**REVERSE EVACUATION DRILL:**

A reverse evacuation will occur when individuals are outside a facility and need to enter the building to avoid the exterior threat; i.e, intruder, tornado, etc.

* Announcement will be made to the group.
* Gather individuals and collectively move into the building while listening for instructions.
* Instructions could include: Lock-down (preventive or emergency), Shelter-In-Place or Severe Weather alert.

**EARTHQUAKE DRILL PROCEDURES:**

* + During the first sign of ground shaking, the teacher should give the command to “drop and cover” at which time students will take cover under their desks or tables. Be sure to inform students that they are to turn away from the windows while under their seats/tables.
	+ Students are to stay under the shelter until the shaking stops. They should remain in the sheltered position for at least 60 seconds.
	+ The teachers should talk calmly to students giving them instructions on evacuating the building and which exit to take. (Be prepared to take an alternate route in case that exit is blocked.)
		- If the building/ground begins to shake while the class is exiting the building, they should drop to their knees with their arms covering their head, facing the wall.
	+ Once outside, move to an open space away from buildings and overhead power lines. Lie down or crouch low to the ground. Keep looking around to be aware of the dangers that may demand movement.
	+ Remind students that if they are in the library, they should stay away from windows and shelves and take appropriate cover under the tables.
	+ If the students are in the halls or stairways or other areas where no cover is available, they should move to the interior wall, turn away from windows, kneel long side the wall, bend head close to knees, cover the sides of the head with elbows and clasp hands firmly behind the neck.
	+ \*Be sure your students know an alternate route to use in case that exit is blocked by fallen debris. For practice, an administrator may be at an exit route and will ask the students to go to their alternate route.

**EMERGENCY LOCKDOWN DRILL:**

The EMERGENCY LOCKDOWN DRILL

* Clear students immediately from the hallway.
* Close and lock all windows and doors. ALL occupants must remain in the room/location until ALL-CLEAR signal.
* ALL CLEAR will be announced by safety administrator/law enforcement after unlocking and entering the room.
* Move individuals away from windows and doors.
* Turn off lights.
* Silence ALL cell phones within the room.
* Account for all individuals in the classroom (roster).
* If everything is safe display your green communication cards (One under door, one in an exterior window)- These are in your “crisis kit”
* If emergency assistance is needed display your red communication cards. (One under door, one in an exterior window)- These are in your “crisis kit”
* Place a post-it note on the card indicating missing or extra students.

The green/red cards are to be used to communicate with law enforcement officials and emergency responders about the status of the individuals within the classroom. **If everything is safe in the classroom, the teacher should display a green card in the exterior classroom window and slide a second green card under the classroom door.** If emergency assistance is needed in the classroom, the teacher should display a red card in the exterior window and affix a second red card under the classroom door. ***Names of missing or extra students should be written on a Post-it note and placed on both - the one taped to the window and the one placed under the door.*** In the event that no cards are displayed, responders will assume that an intruder may be in the classroom and law enforcement officers will enter the classroom. Law enforcement will ultimately check all classrooms, but those with *red cards* and *no cards* will be checked first.

Teacher Certification [Return](#TOC)

Adult Education teachers are expected to maintain their SC teaching certification per state guidelines. Information pertaining to teacher certification may be found by clicking the following link <https://www.rock-hill.k12.sc.us/Page/4449>

Certified staff may check the status of their teaching certification by clicking on the following link <https://ed.sc.gov/educators/teaching-in-south-carolina/current-south-carolina-teachers/view-certification-status/> and entering the required information.

Adult Education Overview [Return](#TOC)

Andragogy: The art of teaching adult learners

**Seven Principles of Adult Learning:**

1. **Adults must want to learn.** What they are learning must be relevant and yield results in a reasonable amount of time. Results must be evident, as it provides confidence and motivation to continue.
2. **Adults will learn only what they feel they need to learn.** Adults are practical in their approach to learning; they want to know, “How is this going to help me right now? - Is it relevant (Content, Connection and Application).” What’s in it for me now and in the future?
3. **Adults learn by doing.** We all learn by doing, but active participation is more important among adults.
4. **Adult learning focuses on problems and the problems must be realistic.** Children learn skills sequentially. Adults start with a problem and then work to find a solution. Problem: I need the high school equivalency diploma. Solution: Learn what I need to know to progress toward the goal.
5. **Experience affects adult learning.** Adults have more experience than children. This can be an asset and a liability. Many adult’s had experiences in school that led to lack of success. We must approach their learning differently.
6. **Adults learn best in an informal situation.** Straight rows and teacher at the front is not usually the most successful approach to teaching adults. Children have to follow a curriculum. Often, adults learn by taking responsibility by the value and need of content they require to understand and the particular goals it will achieve, being in an inviting environment and having roles as an active participant in the learning process makes it efficient and cooperative.
7. **Adults want guidance.** Adults want information that will help them improve their situation or that of their family. They do not want to be told what to do. They need to know what they are learning and how it will help them progress toward their goals. They prefer to have options based on their individual needs.

**Pedagogy (Child learners) vs. Andragogy (Adult learners)**

|  |  |  |
| --- | --- | --- |
|  | **PEDAGOGY** | **ANDRAGOGY** |
| **LEARNER** | —The learner is dependent on the instructor, the teacher schedules all the activities; determining how, when and where they should take place—Teacher is the one who is responsible for what is taught and how it is taught—Teacher evaluates the learning | —Learner is self-directed and moves towards independence—Learner is responsible for the learning—Self-evaluation is seen |
| **LEARNER'S EXPERIENCE** | —There is little experience which could be gained from this kind of learning—Method is didactic | —There is large quantity of experience gained— Method used is problem solving, discussion, service-learning |
| **READINESS TO LEARN** | —Standardized curriculum set which will be based on societal needs | —Curriculum is more application based and it revolves around life |
| **ORIENTATION TO LEARNING** | —Here, it is a process of acquiring subject matter | —Here learning is for performing tasks and solving problems |
| **MOTIVATION** | —Motivation is by external pressure, and there is lot of competition for grades | —It is driven by internal motivation. Includes self-actualization, self-confidence etc. |

**Test Scheduling Procedures** [Return](#TOC)

**TABE 9/10 Assessment:**

Level 6 Student – No Post-Test, Must have 12 instructional hours to count as student

Level 5 Student – Post-Test area after 30 hours

Level 4, 3, 2, 1 – Post-Test in focus area after 40 hours

ESL/Best Plus – Post-Test after 60 hours

To schedule a Post-test, email Kelly Lynah (AM students) or Al Bogan (PM students) the student’s name, DOB, Subjects and Level they need post tested in and the form of the test they need (should be the alternate form of the test they took previously). Post-tests are given every other Thursday at 9:00am or every other Tuesday at 5:30pm – see monthly post-testing calendar. Tests should be scheduled at least the day before in order for the student’s test ticket to be printed.

Ex. Jane Doe, DOB: 02/09/95, Reading Level D, Form 10. – This information can be found on the excel spreadsheet that is sent out each week by Carole Hershberger. Students should work on their focus area in the ITTS program ([www.wgcontemporary.com](http://www.wgcontemporary.com)) and in assigned classroom materials to prepare for this assessment.

**WIN (previously WorkKeys) Testing:**

Linda Rushing schedules most new students who do not have a WIN assessment for the test after they begin in the program. Please contact her if you have a student that needs a work keys assessment or would like to retake the assessment to earn a higher credential. Testing dates are publicized on the College & Career Navigator’s Calendar each month and Mrs. Rushing will put a list of students who need to be tested in your box a few days prior to the scheduled test. Students can work in careerready101.com or the WorkPlace Skills Workbooks to practice the skills tested on the WIN assessment. Their login information is on the inside left side of the student’s white folder.

**GED Ready:**

To schedule a GED Ready for a student, please send names to Kelly Lynah (AM) or Al Bogan (PM) so they can put them on the testing schedule. Names should be sent at least 1 school day prior to the scheduled test. Please give the student’s name, the subtests they want to take and whether they are self-pay or agency pay (give name of agency). Test dates are on the Post-Test/GED Ready Calendar sent out each month. Prior to the student taking the GED Ready, students need to set up their GED.com account and bring their username and password with them on the day of testing. If they are self-pay they will also need to bring a debit or credit card on the day of testing. They cannot pay with cash. The GED Ready is $6 per subtest ($24 for all 4 tests). When setting up the student’s account, please have them go to the ***share my scores*** *with my adult ed center* link under *scores* and have them share their scores with Rock Hill Adult Education. Students should be a Level 5 or 6 on TABE or have made an NRS Educational Functional Level Gain, have earned a WorkKeys credential (preferably silver or gold), and be working on at least an 8.0 GE on the D or A level in Reading and/or Math on TABE before taking a GED Ready test.

**Signing up for the actual GED Test:**

**SC Initiative** - A student must make a 145 (148 at Rock Hill Adult Education) on the GED-Ready Subtest and meet the post-test requirements (GAIN or HAS before last 2 GED tests are paid for for the SC Initiative Scholarship to pay for the GED.

**Self Pay** - If the GED Ready scores indicate that a student is ready to take any subtests of the GED and they are self-pay they can sign up to take the GED on the ged.com website. They will schedule and pay for their tests on that site with a credit card. Each subtest cost $37.50 and they can schedule one test at a time as they become ready.

**Agency Pay** - If a student is agency pay, contact Kristy Austin or Kelly Lynah to fill out an agency pay request form to get approval for payment. Once the agency approves for the student to take the test, the student will need to come by the flex center to sign up with Kelly Lynah in the front office.

High School Equivalency Summary [Return](#TOC)

**GED (General Educational Development Test)**

Below Passing: 100 – 144
Passing Score: 145 or higher
Score of 165 or higher: Indicates College Readiness
Score of 175 or higher: Can receive up to 10 hours of college credit at participating schools

**Cost:** $150 for the full test or $37.50 for each section

**Testing Options-** Computer Only

**Age-** 17 & older, 17 and 18 year old students must submit a completed Withdrawal Form to the testing coordinator prior to signing up for the GED. This form can be downloaded from the student’s GED.com account or obtained in the front office.

**Overview of the GED Test:**

**Reasoning through language arts (155 mins.)**RLA assessment focuses on three essential groupings of skills:
The ability to read closely
The ability to write clearly
The ability to edit and understand the use of standard written English in context

**Mathematical reasoning (120 minutes)**
The Mathematical Reasoning Test focuses on two major content areas:
Quantitative problem solving (45%)
Algebraic problem solving (55%)

**Science (95 minutes)**The Science Test focuses on three major content domains:
Life science (40%)
Physical science (40%)
Earth and space science (20%)

**Social studies (75- minutes)**The Social Studies Test will focus on four major content domains:
Civics and government (50%)
United States history (20%)
Economics (15%)
Geography and the world (15%)

Teachers should familiarize themselves with all aspects of the GED so they can confidently instruct and assist students in preparation for the exam. Utilize the following website to access webinars and the GED Assessment Guide for comprehensive information regarding the GED.

<https://www.gedtestingservice.com/educators/home>

**TASC (Test Assessing Secondary Completion)**

**Passing Score-** The minimum passing score is 500 for Reading, Mathematics, Science, and Social Studies. The TASC Writing subtest has one additional requirement—the examinee must score at least 500 and achieve at least a 2 out of the eight possible points on the Writing essay.

**Cost-** $52 or $10.40 per section

**Testing Options-** Computer Based or Pencil/Paper (at this time Rock Hill Adult Education only gives the paper/pencil version)

**Age-** 17 & older

**Length of Tests:**

Reading-85 minutes

Science-75 minutes

Social Studies-75 minutes

Math Part 1-55 minutes, part 2- 50 minutes (Students may only use calculators on part 1 of the TASC Math Exam)

Writing- 110 minutes

More information on the TASC Test can be found at [www.tasctest.com](http://www.tasctest.com)

Faculty Meeting / Professional Development Plan 2019 [Return](#TOC)

To Be Announced

Classroom Management Policy / Discipline Procedure Guide [Return](#TOC)

Designing and maintaining a classroom environment conducive to learning is ultimately the responsibility of the assigned classroom teacher. In addition to creating an attractive, clean, orderly, and appropriately furnished physical environment, the teacher shall design and effectively communicate a plan for expected behaviors that maximize learning for all. The adult education classroom, unlike K-12, contains individuals who “elect” to attend rather than being “compelled” to attend, and are typically motivated to learn. Even in this environment it remains necessary to establish norms (expectations) for how individuals within the classroom shall behave. While designing classroom norms, teachers shall consider the extent to which they are age appropriate, verbally communicated, posted in view, and addressed if violated.

Most negative behaviors in the classroom may be avoided by having a well-designed and implemented instructional plan. However, if an individual’s \*\*behavior is considered disruptive or distracts from learning, the teacher shall use the following protocol:

1. Use verbal, visual, and/or proximity strategies to re-direct the behavior;
2. Have private conversation with the individual to reinforce classroom norms, expectations for compliance, and consequences should the behavior continue (#3);
3. If inappropriate behavior continues, inform Lead Teacher and request intervention;
4. Final intervention is conference with the Director.

\*\* The nature of the behavior will determine the extent of the consequence at each level of intervention. The consequence could be, but not limited to the following:

* Temporary removal from the class to an alternative setting (if appropriate/available);
* Temporary suspension from the adult education setting; or,
* Permanent suspension from the adult education setting.

If applicable, consideration will be given to the student’s individual Education Plan (IEP), as well as any other extenuating circumstance…with the ultimate outcome being correction of behavior(s) and resumption of Adult Education services.

Any behavior considered disruptive and/or distracting, within the learning environment, shall be addressed by the teacher in a timely, positive, and courteous manner. A few early intervention strategies to consider:

* Ask quietly and privately if they have any personal concerns that may be causing the behavior; such as, “Are you feeling ok?”, “Is there something bothering you that I can help you with?”, “Do you need to leave the classroom to take care of something?”, “Do you have an emergency that’s causing you to use your phone during class? If so, you may be excused from the classroom to take care of it.”, etc.
* Quietly and calmly redirect the student to the appropriate assignment if they are off-task. “Do I need to explain the assignment again?”, “Is there something about your assignment that you don’t understand?”, “How are you progressing on the assignment?”, etc.
* Use guiding principles as an example for appropriate behavior, as well as a re-directing strategy. Privately remind a student who has developed a pattern of arriving late to class late that one of our most important Guiding Principles is Punctuality. Ask them if they have a personal or family concern that is causing their tardiness, and offer assistance.
* Ask the individual to remain after class for a brief conversation. This strategy has a dual effect…in addition to addressing the “culprit”, it sends a message to the rest of the class that distracting and/or disruptive behaviors do not go unnoticed and will be addressed. When calmly speaking with the student in a supportive manner, be specific when describing the inappropriate behavior, and ask them to agree that it will be corrected immediately. End the conversation with encouraging and supportive language; such as, “thank you for understanding, and know that I am here to help you achieve your personal goals.”

Always remember…the two *MOST EFFECTIVE AND PROVEN* classroom management strategies are:

* Have a well-designed and implemented instructional plan specifically tailored for each adult learner; and,
* Create a culture of respect and responsibility within the classroom.

**CLASSROOM RULES** [Return](#TOC)

Each classroom/lab teacher shall post, communicate, and enforce classroom rules and consequences. The individual classroom teacher, utilizing a variety of corrective actions as outlined by his/her posted classroom management plan, is responsible for maintaining an orderly and productive classroom environment. Classroom teachers are encouraged to work collaboratively to design and implement their plan for managing behavior and creating a culture of respect and responsibility in classroom. See Classroom Management information above to guide the development of the posted classroom management plan.

**Six Key Messages to Students** [Return](#TOC)

* Obtaining the high school diploma is important.
* Earning a career readiness certificate is important.
* Knowing and being able to apply the Guiding Principles is important.
* With your will, and with our support…you can do it!!!
* We won’t give up on you!
* We have high expectations for EVERYONE.
* No excuses. Together, we will find a way.
* WE CARE!!!

**GENERAL EXPECTATIONS / GUIDING PRINCIPLES** [Return](#TOC)

The Rock Hill Adult Education program is unique. Although the outcomes are similar, we serve a very different community population than general education K-12. The population we serve have experienced challenges that precluded them from following and completing the traditional path to receiving the high school diploma. These individuals are reliant upon us to provide a learning environment whereby they feel accepted, respected, and expected to learn and achieve at a level commensurate with success in achieving their diploma...in a reasonable amount of time. Although monumental in scope, our task is extremely rewarding in many ways...both personally and professionally. To meet or exceed the performance standards required by the State Department of Education’s Office of Adult Education (OAE), and to be accountable to the community and adult learners we serve, we must agree to adhere to certain norms, beliefs, and behaviors associated with building a culture of trust and expectations for excellence.

Within our **Guiding Principles**, listed below, is a framework from which staff and student behaviors may be aligned to establish a personal template or roadmap for success in school, work, and life. If we incorporate these principles into our actions; as well as, how we plan and deliver instruction, the end result will likely be success for all.

* ATTENDANCE / PUNCTUALITY
	+ Be present and on time each day
* PLANNING AND ORGANIZATION
	+ Be prepared with an instructional plan aligned with student’s individual learning goals
	+ If absent, have a plan ready for others to follow
* PROPER DRESS / WORK ATTIRE
	+ Professional dress is expected to impact the image and culture of our professional organization, as well as serve as a model for students to follow
* SAFETY
	+ **Physical safety** is evidenced through safe practices and compliance with emergency crisis plan
	+ **Emotional safety** is accomplished by creating a culture of trust and respect.
	+ An example of **Intellectual safety** is when all in the classroom feel supported and comfortable when asking questions or making remarks…regardless of question or remark.
* COMMUNICATION (VERBAL & WRITTEN)
	+ Provide instruction and model the difference between formal and informal communication
	+ Provide instruction and model writing practices aligned with success on the GED exam
* ATTITUDE
	+ Let’s agree to bring our best attitude related to work and relationships to work…EVERYDAY.
* ADAPTABILITY
	+ Things won’t always go as planned, or even as we may want. Let’s agree to accept that change is inevitable and often arrives unexpectedly, whether it’s a new policy, procedure, or adapting to an absent co-worker. Let’s agree to accept it with a good ATTITUDE.
	+ **Change** has considerable psychological impact on the human mind.  To the **fearful** it is threatening because it means that things may get worse.  To the **hopeful**, it is encouraging because things may get better.  To the **confident** it is inspiring because the challenge exists to make things better.  Obviously, then, one’s character and frame of mind determine how readily they bring about change, and how they react to change when it occurs.
* INITIATIVE
	+ Each of us have a specific job function; however, there are times when situations, or a need, arise that require our intervention, even though it’s “not my job”. Let’s demonstrate initiative, when appropriate and reasonable, by accepting responsibility beyond our job descriptions.
* PERSEVERANCE
	+ Let’s expect the best for our organization, each other, and outcomes for our adult leaners. Let’s keep striving for improvement in every facet of our organization.
	+ Let us avoid saying or thinking, “That’s the way we have always done it”. Let’s always strive for continuous improvement.
* COOPERATION / TEAMWORK
	+ The success of our organization depends upon the success of our adult leaners. The success of our adult leaners depends upon our commitment to working together in the spirit of cooperation and teamwork toward meeting our common goals. None of us are as successful working in isolation than we could be if we work as a team in a professional learning community. See program outcomes on page 2.
* RELIABILITY
	+ Let’s agree to work up to and even beyond what is expected within our job responsibilities and management of our work-space
	+ Let’s agree to meet deadlines and complete assignments in a timely manner
	+ Let’s agree to contribute quality work...with the help of others when necessary
* PROBLEM SOLVING / CRITICAL THINKING
	+ Let’s continue to look for ways to improve our organization’s facilities, instruction, policies, procedures, and outcomes through observation, identifying desired outcomes, developing plans, identifying and generating resources, etc. To accomplish this desired outcome requires us to arrive at a “PROBLEM” and “THINK CRITICALLY” to design strategies to accomplish the desired outcomes

**Instruction**

Under construction

**School Delay Cancellation Schedule** [Return](#TOC)

Pease reference the following link on the school district’s website to be informed about and plan for school delay or closing: <https://www.rock-hill.k12.sc.us/domain/1636>

Information will be available to all employees and the community in the following ways:

* Telephone message from district communications director **(MAKE CERTAIN CURRENT PHONE NUMBER IS ON FILE)**
* School district website: <https://www.rock-hill.k12.sc.us/>
* [Facebook](http://www.facebook.com/RockHillSchools%22%20%5Ct%20%22_blank)
* [Twitter](http://www.twitter.com/RockHillSchools%22%20%5Ct%20%22_parent)
* [Rock Hill Schools mobile app](https://rockhill.parentlink.net/smartlink/%22%20%5Ct%20%22_blank)
* Local news media, such as The Herald, CN2, WRHI, and Charlotte television stations WBTV, WSOC, WCCB and WCNC will be notified.

District policy states that "if school is delayed, teachers are expected to arrive at the normal time, or when conditions allow. Delayed Opening schedules are as follows:

**ONE HOUR DELAY:**

All Classes will operate on the **regular schedule**, unless otherwise notified.

**TWO HOUR DELAY:**

All Classes will operate on the **regular schedule**, unless otherwise notified.

School closing/delay information will be shared on the Rock Hill School’s website, as well as the Adult Ed Facebook and Twitter site

Adult Ed Facebook: <https://www.facebook.com/RockHillAdultEd>

Adult Ed Twitter: @RHadulted