1. **Courses:**
2. **Fall Term B:** (Term A: 10/18-12/15) Using the Course Title/Course ID on the *Schedule of Classes*, find the available days/times.

* Main and SLW will are using the same codes for registration purposes.
* Mueller and Chastain will use All Levels Subject codes for registration.
* SLCDC, Blackburn, Indiantown, Fellsmere and Online will use ABE/GED Comprehensive codes.

1. **Face to Face classes:**

* Morning courses meet Monday - Thursday (8:00 a.m. – 1:20 p.m.)
* Morning classes are 95 minutes each.
* A student in the morning will be fulltime. Students must register and attend all subjects to stay enrolled.
* Afternoon (1:30 p.m. – 5:00 p.m.) and Evening (5:25 p.m. – 8:40 p.m.) courses meet twice a week, either a Monday/Wednesday block or Tuesday/Thursday block.
* Afternoon and Evening classes are 90 minutes each.
* A student in the afternoon and evening is considered part-time. Students do not need to register for all subjects to be enrolled.

1. **Special Topics** – Special Topics allows students to choose one particular subject to work on during that class period.

* Students can only work on subjects in which they are already registered and have an assigned folder and Rx.
* Students should be advised to set goals for different subjects and use Special Topics to achieve those goals. For example: A student is in GED 1 Reading and ABE 3 Language and Math. She is struggling with attending 4 days a week. She should commit to T & R Reading and Special Topics (to work on Reading) until her Reading score places her in GED 2 Reading.

1. **Life Skills for College and Careers –** Life Skills for College and Careers is an elective class being offered to all ABE and GED at Main campus. This class is similar to Career Quest & Personal Growth. Students will learn skills such as goal setting, time management, organization that will help in future college and careers. Students will also research different careers and college programs.
   * + Session dates: 9/20/10 - 10/14/10
     + 8:00 a.m. – 11:15 a.m.
     + C-313
     + Instructor: Elisa Groendyke
     + Students can begin this class on Mondays only (9/20, 9/27, 10/4 & 10/11)
     + Students attending this class will have priority registration with current students on 10/13
2. **Online:** The online program is open enrollment during the first 6 weeks of the term. Main campus will offer Survey/Locator TABE on Tuesday nights for incoming students. We have scheduled one Complete Battery date exclusively for online students at Week 5 of every term and online students can also attend CB sessions for the general population.

* In the past, the requirement for online placement was a minimum of 4.0 on M. 4.0 is an appropriate content-level for the M level. The ABE Level 2 classes are also associated with the M level content range and have corresponding Scale Score ranges. The beginning SS for this level are listed below and should be as minimum requirements for placing students online.

|  |  |  |
| --- | --- | --- |
| ABE0132 | ABE Language 2 | 491\* |
| ABE0122 | ABE Reading 2 | 461\* |
| ABE0112 | ABE Math 2 | 442\* |

\*Remember that these are used as guides for placement.

* Online course codes are ABE or GED comprehensive codes. Students are placed in online classes using 3/3 Scale Scores within the ABE or GED range. *For example, a student with two SS in the GED and one in ABE will be placed in the ABE Comprehensive code.*
* Online students are required to work a minimum 10 hours a week.
* Online students will be exited from the program after 10 days of inactivity. This will help us better manage the waitlist dilemma.
* We will close enrollment to online classes during the class two weeks of the term. This will allow current students enough time to post-test, if needed and offer online teachers time to generate end of term reports.
* All online requests from facilitators will go to Judy Bracken. Paul Sanchez is no longer assisting with this aspect of the online program.
* [ABE/GED Online checklist](http://faculty.irsc.edu/DEPT/AdultEducation/adult_ed/E-Learning/Forms/abeged_online_checklist2.htm) is available online and the results will get sent to Judy Bracken.
* When entering TABE scores in the Online Checklist, please list (1) Levels, (2) Grade Equivalents and (3) Scale Scores.
* There is currently a waitlist for all ABE online. Continue to send waitlist students to Judy Bracken.

1. **Description and Requirements for Programs**
2. **Main Campus Career Pathways Morning Program:** All GED and AHS students attending classes on Main Campus during the day will sign contracts to adhere to the rules and structure of the Career Pathways program. This will require that they attend Career Pathways activities Mondays-Wednesdays from 1:25-2:25.

* **Mondays**  – Academy Meetings: The academies and their contacts are:

1. Business Academy – Cynthia Brennan-Jones
2. Education Academy – Andy Wells
3. Health Academy – Jeannie Justice
4. Industrial Academy – Pattie Durham
5. Public Service Academy-Brady Talley
6. Technology Academy – Paul Sanchez

Career Counselors: LeAnn Harmon & Brady Talley

* **Tuesdays** – Enrichment Activities(TBD)
* **Wednesdays** – Clubs: The clubs and contacts are:

1. Anime – Andy Wells
2. Gaming – Jeannie Justice
3. Get Moving – LeAnn Harmon
4. Guitar – Jodi Anderson
5. River Readers – Cynthia Brennan-Jones
6. Study Hall – Emily Elrod
7. Tomeu Mentors – Pattie Durham
8. Weigh Training – Brady Talley

* **SB1908 Success classes** will be offered on the Main campus for eligible AHS and GED students. These classes are essentially the 2nd level of prep classes and will help bridge the academic achievement gap between GED and college. These courses will be digitized in the future and will be accessible to students attending site campuses. These classes are listed on the Main Campus Schedule of Classes as GED Math for College Success, GED Reading for College Success, and GED Writing for College Success.
* **Entrance Level Requirements for Main Campus Morning**: Students in the Main Campus Morning program must also be functioning at the following levels:

|  |  |  |
| --- | --- | --- |
| ABE0132 | ABE Language 2 | 491\* |
| ABE0122 | ABE Reading 2 | 461\* |
| ABE0112 | ABE Math 2 | 442\* |

\*Remember that these are used as guides for placement

**b. SLW Morning Program**

* Waitlist exists for all classes (see Transfer section for more details)
* Students are required to be fulltime (attend all subjects from 8:00 a.m. – 1:20 p.m.)

1. **SLW Afternoon & Evening Programs**

* Read Naturally is not offered. All students must be functioning at ABE Reading 2 (SS 461) in order to attend SLW Afternoon and Evening classes. Please note: ABE 1 Math and Language are offered.

1. **New & Returning Students –** All students with new TABE scores (either new to the program or returning with scores over 6 months old) will need to meet with a facilitator.

* New students will be scheduled for 1 hour appointments.
* Returning students (from most recent semester and no requiring new TABE scores) will be scheduled for ½ hour appointments
* Important – check test dates for all scores. Any student with scores older than 6 months must retest even if their original scores are greater than 9.0 (GED level).
* At Main campus, folders for students who attended the Summer 2010 are located in the bottom two drawers of the filing cabinet. Otherwise, all other folders are in Inactive Files. If you cannot find a folder look in…
* Inactive files
* Active/Current students (maybe it was misplaced)
* Facilitation bins (3rd floor near the Adjunct Sign-in Log)
* Testing drawer
* Yoli’s office
* Sign-out log at the front desk (at another campus)
* At this point, if a student is returning from the Summer 2010 semester and they do not need to retest, chances are that the most recent work completed on the Rx is at least one month old.
  + When working with returning students, we are noticing that many of began the most current Rx in the folder over one year ago. We need to ensure that students are not returning to our program and continuing to work on Rxs that may have been started over 6 months ago. Therefore, if the majority of the work on the Rx was completed over 6 months ago, then the student should begin a new Rx and consider retesting.
  + If the majority of the work completed on the Rx is recent (< 6 months), then pull apart the Rx packet and place the appropriate Rx in its corresponding lab folder.
  + Retest Note: In some cases, you will find students who had previously pre and post-tested on the level of a completed Rx, but their scores did not increase. In these cases, the students should take the Locator/Survey again to reassess placement and Rx assignment.

1. **Placement using Scale Scores:** 
   * Use the TABE Scale Score charts below to help guide placement of students in the correct subject/level. *Note: Scale Scores ranges vary by subject.* Using the SS from the student’s Test Report, find the correct range and associated Course Title/Course ID.
   * No single test score should be used by itself to make a critical decision affecting the placement of a student. All available information should be considered, including previous test scores, grade equivalents, grade student left school, the amount of time since student was last in school, and overall professional judgment.
   * No test result should be entered in a student’s permanent record (Mariner System) if there is good reason to question its accuracy.
   * Perfect scores – when all items are answered correctly – should be regarded as imperfect descriptions of achievement. Retesting with a higher level of the test would probably provide better information about the student’s performance level.
   * Test scores indicating a student’s performance on the lowest range of performance should also be regarded as imperfect descriptions of achievement. Retesting with a lower level of the test would probably provide better information about the student’s performance level.
   * Some facilitators have asked for a guide for determining out-of-range scores. I am meeting with a TABE Project Manager in late September and I hope to gather more information and create this for you. For now, we should continue to look at SS, GE, levels, mastery proficiency, previous achievements and talk to the students about their needs in order to determine best placement.
   * Below is an outline of course levels, their corresponding content levels, Scale Scores and advised prescription assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course ID** | **Course Title** | **Content Level Ranges** | **Total Math Scale Scores** | **Rx** |
| ABE0111 | ABE Math 1 | 2.0-3.9 | 314-441 | E |
| ABE0112 | ABE Math 2 | 4.0-5.9 | 442-505 | M |
| ABE0113 | ABE Math 3 | 6.0-8.9 | 506-565 | D |
| GED 1010 | GED Math 1 | 9.0-10.9 | 566-594 | D |
| GED2010 | GED Math 2 | 11.0-12.9 | 595-above | Math Review |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course ID** | **Course Title** | **Content Level Ranges** | **Reading Scale Scores** | **Rx** |
| ABE0121 | ABE Reading 1 | 2.0-3.9 | 368-460 | E |
| ABE0122 | ABE Reading 2 | 4.0-5.9 | 461-517 | M |
| ABE0123 | ABE Reading 3 | 6.0-8.9 | 518-566 | D-1 |
| GED 1020 | GED Reading 1 | 9.0-10.9 | 567-595 | D-2 |
| GED2020 | GED Reading 2 | 11.0-12.9 | 596-above | n/a |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course ID** | **Course Title** | **Content Level Ranges** | **Language Scale Scores** | **Rx** |
| ABE0131 | ABE Language 1 | 2.0-3.9 | 390-490 | E |
| ABE0132 | ABE Language 2 | 4.0-5.9 | 491-523 | M |
| ABE0133 | ABE Language 3 | 6.0-8.9 | 524-559 | D |
| GED 1030 | GED Language 1 | 9.0-10.9 | 560-585 | D |
| GED2030 | GED Language 2 | 11.0-12.9 | 586-above | A |

\*Content grade levels are not the same as Grade Equivalents. CGLs are based on adult curricula and represent the grade level at which content is typically covered. GEs, instead, measure the level of a student’s performance.

1. **Retesting Out-f-Range:**

Retesting on Main Campus is offered on Thursday morning and evening only. At Main Campus, do not place re-testers on Monday’s Survey/Locator testing session.

If you believe that you cannot properly place a student based on the given test results (all subjects or partial subjects) then use the following as a guideline for retesting students.

* + Explain to the student that it is in their best interest to have accurate placement scores because they are the foundation for progression through the program. This is especially important in the managed enrollment system because we are constricted by the 8 week term schedule. Therefore, if a student is improperly placed then he/she would have to wait 8 weeks before entering the correct level classroom.
  + Talk to the student about their experience testing. What was their emotional or physical state while testing? Did they guess? Did they run out of time?
  + Stress the importance of taking the test seriously!
  + Register the student for the next available testing date (Main campus, Thursdays, 9:15 a.m. and 5:15 p.m.). Indicate on the testing schedule the appropriate level/subject for retesting. Remember – a student will not necessarily need to retest in each subject area.
  + Do not enter the invalid scores in Mariner. If you send your scores and registrations to Main Campus for processing, mark INVALID SCORE to the left of the subject (in the margin of the Test Report). Highlight (yellow only) or underline the score for additional emphasis. Yoli Santiago has a method for recording a comment in Mariner about invalid scores.

1. **Post-testing (Complete Battery):**
   * Teachers will send students with their subject folders to a facilitator to sign up to test. Full-time staff can assist at Main, when available.
   * Students can post-test when they (1) have completed an Rx or (2) have attended 60 clock hours in one subject.
   * Facilitators will signup students to take the Complete Battery based on (1) initial level tested or (2) level Rx completed. There may be some discrepancies with post-testing on the same level, if you have any questions, please ask a fulltime staff person.
   * In most cases, students should be post-tested on the same level, different form.
   * In some cases, students have progressed through the program and worked on higher level Rxs even when their TABE scores are not adequate for that Rx. These students should test on the level of the Rx and if scores do not improve then they need to meet with a full-time person or facilitator to discuss their progress to date and status in the program.
   * Students working at GED Level 2 do not need to be post-tested on TABE.
2. **Forms for Facilitation Process:** The following should be completed during facilitation:
   * Non-credit application (if applicable)
   * Registration – Using the guidelines for placing students and the reference code list facilitators should complete a paper registration for new students.
   * No registrations can be entered until Friday. Registrations cannot be entered because those students will show up on the teachers’ attendance rosters and will be marked absent, since they cannot start until Monday.
   * If you are meeting with a student on Monday morning and (1) he/she is registering for afternoon or evening classes, (2) the student is willing to start that evening and (3) attend Orientation) then you can enter that registration in Mariner.
   * At the top of the registration please write the following:

**“Begin mo/date/year”**

*You will typically write the next Monday’s start date.*

* + Permission to Release
  + Code of Conduct – When reviewing # 11 the Code of Conduct, remind students of the attendance policy and the consequences for non-attendance.
  + Dress Code
  + Attendance Agreement – We will be revising this form for better usage. In the interim, write the Course Title and Room in the Classroom column and fill in the appropriate times.
  + Attendance Contract
  + Interview Checklist
  + Conversation Log – At SLW & Main – Make 3 copies. These copies will later be added to individual Math, Reading and Language lab folders.\*
  + Interdepartmental Referral (ID/parking decal) - if applicable
  + Medical Consent (under 18 year old and signed by parent) – You do not need to photocopy the Medical Consent. The one copy of the signed consent should be filed in the Master folder.
  + TABE Scores – At SLW & Main – Make 3 copies. These copies will later be added to individual Math, Reading and Language lab folders.\*

\* If all of the students’ classes are in C-315, individual folders are not necessary. Only one folder needs to be made.

1. **Folders and Prescriptions:** Main and SLW campuses will keep a master student folder in a filing cabinet accessible to facilitators (Main – 3rd floor office suite; SLW- Facilitator’s Office).

* At Main campus, folders for students who attended the Summer 2010 are located in the bottom two drawers of the filing cabinet. Otherwise, all other folders are in Inactive Files. If you cannot find a folder look in…
* Inactive files
* Active/Current students (maybe it was misplaced)
* Facilitation bins (3rd floor near the Adjunct Sign-in Log)
* Testing drawer
* Yoli’s office
* Sign-out log at the front desk (at another campus)

**The Master folder will have:**

* + Yellow copy of Attendance Agreement stapled on the front
  + All historical TABE scores
  + All historical prescriptions
  + All historical and current conversation logs
  + Yellow copy of Permission to Release
  + Dress Code
  + Code of Conduct
  + Attendance Contract
  + Interview Checklist
  + Medical Consent (if applicable)

**The lab Subject folder\*:**

* Prescription (use the guide above)
* Copy of the most recent TABE results for that subject (if it is a returning student with multiple scores) or all scores for new students
* Copy of the conversation log
* Code the tab with the following:
  + Name
  + Subject
  + M (morning), A (afternoon), E (evening)
  + Lab
  + *At Main, we were also color-coding the tabs according to time of day. At this time we will stop that process since some more changes will occur soon.*

\*If a student is placed in 315 for all subjects, only one folder is needed. The purpose of multiples folders for different subjects is that the folder will travel to different locations as the student progresses through that subject/level.

1. **Attendance**: An attendance policy is now in place for all ABE/GED and AHS students.

* Tardy means the student arrives to class anytime after the exact start time of the class. We will also use the Tardy mark for students leaving class early. Arriving to class 1-15 minutes late or leaving class 1-15 minutes early will be recorded as a tardy.
* Arrival to class fifteen minutes late equals one absence. Leaving more that fifteen (15) minutes early equals one absence.
* Three tardies equal one absence.
* Six absences will result in removal from current term academic classes for students who begin Week One.
* Five absences will result in removal from current term academic classes for students who begin Week Two.
* Four absences will result in removal from current term academic classes for students who begin Week Three and Week Four.
* For Main Campus only: Upon removal from the current term, students may register into Life Skills for College & Careers class (class meets weeks 5 - 8 of term).

1. **Orientation**

* Ongoing orientations will be held every Monday for the first 4 weeks to accommodate students during the *Add* period. In case of a Monday holiday, the Orientation will be held on that week’s Tuesday.
* Orientations will be held during the first periods of morning, afternoon and evening sessions at Main (C-313) and SLW campuses.
* Students attending the orientation will not be marked tardy upon arrival to class.
* The Main campus orientation schedule is:

Morning 8:00 – 8:25 a.m. – C313

Afternoon 1:45 – 2:10 p.m. – C313

Evening 5:25 – 5:50 p.m. – C313

1. **Read Naturally Students:**

* Reading Scale Scores between 368-460 place students in the Read Naturally program. Students enrolled in the Read Naturally program can only work in Reading until their Reading SS reaches 461, at which point they can work in all subjects.
* Course Title/ID for Read Naturally - ABE Reading 1/ABE0121
* Read Naturally is not offered at the following:
  + Main Campus/Morning program.
* ABE 1 (Basic Levels) for Language and Math are also not offered. Therefore, students planning to attend Main Campus/Morning session must have at least a 461 Reading SS. If not, they can choose a different campus or session.
  + SLW Campus/Morning & Afternoon.
* ABE 1 (Basic Levels) for Language and Math are offered for students with Reading scores of ABE 2 or higher.
* The previous attendance policy for Read Naturally was 8 permissible absences. All Read Naturally students must follow the general ABE/GED/AHS attendance policy (outlined above).

1. **ESL Dual Studies Students:**

* ESL students who achieve the following TABE Scale Scores can enroll in ABE Reading 3 and/or ABE Math 3 classes\*:

Reading: 518 (minimum for 518– 566 range)

Language: 524 (minimum for 524 – 559 range)

Total Math: 506 (minimum for 506 – 565 range)

* These TABE SS ranges should typically correspond with the following CASAS scores:

**Reading: 221-235 & Listening: 221-235**

*\*Students cannot exceed a total of 480 clock hours. Please consider the student’s schedule in ESL when registering for the Reading and/or Math class. ESL students that this level should be in Advanced ESL classes.*

* ESL students who achieve the following CASAS scores are recommended for full transition to ABE/GED: **Reading: 236 & Listening: 236** (In some cases, a student with a Listening score of 230 may be recommended for ABE/GED.)
* ESL students who transition to ABE/GED full-time must have the minimum TABE Scale Scores:

Reading: 518 (minimum for 518 – 566 range)

Language: 524 (minimum for 524 – 559 range)

Total Math: 506 (minimum for 506 – 565 range)

1. **Transfer Students**

* Students cannot transfer between sites after the Add period ends (Weeks 4-8).
* When facilitating a student at Main Campus who will transfer to SLW:
  + Explain that SLW has a waitlist for all incoming students and the student may not be able to start class right away. Students should be encouraged to stay at their initial campus for the remainder of the term, if possible.
  + If the student chooses to transfer, then all of the paperwork for the master folder should be complete. This includes:
    1. Attendance Contract
    2. Conversation Log - Make 3 copies
    3. Code of Conduct – When reviewing # 11 the Code of Conduct, remind students of the attendance policy and the consequences for non-attendance.
    4. Dress Code
    5. Interview Checklist
    6. Interdepartmental Referral (ID/parking decal) - if applicable
    7. Medical Consent (under 18 year old and signed by parent) – You do not need to photocopy the Medical Consent. The one copy of the signed consent should be filed in the Master folder.
    8. Permission to Release
    9. TABE Scores –Make 3 copies
    10. Withdrawal papers (if applicable)
  + The following will be completed at SLW:
    1. Attendance Agreement
    2. Registration
    3. Subject folders
  + Give the student a map of the SLW campus (located in desk drawer) and highlight the facilitation office number (A101). The phone number (772) 336-6230 is also on the map. Tell the student that they should call in about 3 days (to allow for delivery of the folder) and set up an appointment for room assignments, paperwork singing, photo ID, etc or wait for a call from the facilitator regarding the waitlist.

1. **Drop, Add, XT & NG:**

* **Drop** – Issued to students who never attended classes. No Last Date of Attendance (LDA) required.
* **XT “Exit”** – Issued to students who exit the program for lack of attendance. LDA in class is required.
* **NG** **“No Grade”** – Issued to students who are currently attending and move from one level or campus to another during the term. LDA in class required.
* **Add** – Add a new class to student registration.
* A new form has been created for Drop, Add, NG & XT.
* Please continue to send NG & XT to your campus Specialist, Yoli, or Keara. We are still working with Mariner folks to solve the problems with this function.