Section 4

Program Enrollment and Entry
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For questions or concerns related to the content of the WVAEd Instructor Handbook, contact Cathy Shank at the WV Adult Education Hotline, 1-800-642-2670, or via email at cshank@k12.wv.us.

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Program Enrollment and Entry

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WVADULTED PROGRAM MODELS

Encouraging students to enter and remain in your class is one role you play as a WVAdultEd instructor. Throughout the state, programs have adopted various scheduling, intake, and delivery models for their classes.

Scheduling Models

Your program’s enrollment schedule affects the way you organize and deliver instruction. Several scheduling features affect the success of your program:

- Duration (how many weeks/months per program year the class is open)
- Intensity (how many hours/week of instruction are available)
- Character of the enrollment schedule (whether students begin and end the class at the same time or enter and exit constantly)

In order for students to make progress toward their goals, programs of sufficient duration and intensity must be established. To demonstrate academic progress, 50 to 100 hours of instruction is usually recommended. So then, if a student is only able to attend a class three or four hours per week over the course of 12 weeks, then even under the best conditions the students may not study long enough to demonstrate progress.

If you are an instructor in a SPOKES program, your class has a very particular model that you are required to use (see Section 16, What is SPOKES? for details).

Other WVAdultEd programs will have particular structures as identified in their grant proposals. These would include Pre-Bridge, Bridge Prep, Bridge I and II, IET, and IEL/CE. For more information on bridge programs, see the Descriptions of Adult Education Programming Models, Section 1, Appendix.

WVAdultEd programs vary considerably. Ask your local program coordinator to see the grant proposal for your program which outlines the particular structure your program has planned to offer. As a new instructor, you need to understand how your local classes have been set up in the past (and whether the model was successful).

FastTRACK Programs with Managed Enrollment

FastTRACK Bridge-Prep and Bridge programs have scheduled beginning and ending dates and have specific class hours when all students are expected to attend (Managed Enrollment). Most FastTRACK models run for 10 to 16 weeks. Testing usually occurs at the beginning and the end of the course (unless an individual has to drop out before the class ends). New students enter only during the first week of the class; that is why it is referred to as Managed Enrollment. Students that miss the entry date wait for the next class to begin.

Another type of managed enrollment offers a repeating set of modules with specific entry points (similar to the SPOKES class structure). Students can enter at the beginning of the next module and keep going until they complete all the components.
Some programs that employ multiple instructors organize bridge classes within a larger learning center framework that offers a flexible ongoing Pre-Bridge class with continuous enrollment. One instructor may manage the continuous enrollment pre-bridge group while the other teaches a bridge class with a FastTRACK structure (fixed start and end).

Because of their limited duration, FastTRACK classes need to be of sufficient intensity (offering enough hours/week) in order for students to show progress. It is important to build in sufficient contact hours to meet recommended post-testing guidelines. For example, the TABE assessment recommends 50 to 60 hours of instruction (with a minimum of 40 hours) prior to post-testing for students in FFL #1 to #4. Thus, a class that meets twice a week for three hours each night would need to run at least 10-12 weeks in order for students to accrue sufficient contact hours to demonstrate progress (allowing for a few absences or class cancellations), while a class that met four nights a week might only run for six weeks.

Each class startup must be well-advertised because the registration period occurs in the two or three weeks preceding the first class and a minimum of 10-12 participants should register in order for the class to run successfully (given absences and drop-outs).

Students decide to attend based on the topic and the time schedule of the short-term class. Students are pre-tested at the beginning of class and post-tested at the end. Expectations for regular class attendance are strongly emphasized. These classes require a thorough intake process that includes careful identification and resolution of participation barriers. Classes that offer a particular certificate or the chance to test for a credential at the end are most successful because the student has a particular goal and deadline in mind from the outset.

**Pre-Bridge Classes with On-going/Continuous Enrollment**

Many WVAdultEd programs offer a Pre-Bridge alternative in addition to the FastTRACK classes. Pre-Bridge classes are designed as a flexible option for students at various levels who are not able to commit to a regular schedule or are waiting to enter a FastTRACK class. These classes offer On-going/Continuous Enrollment with specific regularly scheduled intake/entry times each month. Pre-Bridge classes are usually in operation year round or else throughout the school year. While some students do begin in the summer or early fall and continue through May or June, many students enroll, exit the class, and even re-enroll at various times throughout the program year. Thus, even though the class may have a sufficient duration, students may not stay long enough or consistently enough to make progress.

In these On-going/Continuous Enrollment classes, students sometimes study for many months or for just a few weeks. They may start off with regular attendance and then stop coming because of holiday activities or inconvenient weather, or exit if other responsibilities interfere with study and then resume again when they are able—stopping in and out several times over the course of a program year.

Some instructors try to manage the comings and goings in a continuous enrollment class by establishing a learning lab setting. In such a setting, it is easy to fall into a pattern of testing, prescribing materials, and simply pointing students towards textbooks or computers. The
instructor flits from person to person helping those in need (or rather those who express their needs). However, not all students are self-disciplined enough to work independently. Some demand a lot of attention and cannot seem to stay on track. Others are uncomfortable asking for assistance and get lost in the shuffle. It is easy for the instructor to stay busy testing, answering questions, helping the neediest, and handling the paperwork but forget to plan lessons and teach group work. Students find it easy to drop out of this type of class because no one really misses them or expects anything of them.

In order to effectively meet the needs of all the students in Pre-Bridge classes and keep everyone motivated to continue attending, the instructor must build a community of learners by providing both whole group and small group work in addition to individualized instruction and independent study. There should be a portion of each class that focuses on a particular subject or topic that the whole group addresses. Basic skills are taught in the context of the whole group topic. Follow-up assignments are tailored to the academic level and learning style of the individuals.

Pre-Bridge classes are often multi-level classes where students of all levels study in the same class. The temptation is for the instructor to either teach to the middle or to not deliver group lessons—only individualized instruction. Instead, WVAdultEd programs are encouraged to offer structured multi-level classes.

Here is an example of a structured multi-level delivery: during a four-hour block of time, beginning level students attend for the first 1½ hours for focused, small group instruction followed by one hour of integrated whole group instruction along with intermediate and advanced students. Whole group instruction is then followed by 1½ hours of focused small group instruction for the intermediate- and advanced-level students. All students are encouraged to work on individualized study, computer-assisted instruction, peer tutoring, or one-on-one instruction with a volunteer tutor. This structured multi-level approach offers an effective alternative to the un-structured learning lab class that is too often found in an Ongoing/Continuous Enrollment classes.

**Intake (Registration and Entry) Structures**

It is important to pay attention to the Intake Structure. This refers to whether your structure includes specific set times (Managed Intake) for new students to register and enter the class or whether you allow students to begin on any day, at any time (Open Intake).

The type of class will determine the type of intake structure. For example, FastTRACK Bridge classes with Managed Enrollment by their nature require a Managed Intake structure. In order to offer a short-term class, you must register sufficient students at the outset.

Even for a Pre-Bridge class with an On-going/Continuous Enrollment you can establish a Managed Intake structure. Ongoing/Continuous Enrollment—with students entering throughout the year does not have to mean Open Intake—with students registering any day or hour the class is in session. Regardless of the class structure, programs should use a Managed Intake structure, unless classes are desperate to increase the number of students in a class.
Managed Intake/Entry – regularly scheduled, set registration time
Classes that utilize the Managed Intake structure offer scheduled, well-advertised registration and assessment days and times at regular intervals. New applicants are asked to come for registration only at those appointed dates/times. Program orientation, expectations and entry assessments (locator pretests, learning styles inventories, etc.) may be offered in a small group intake setting. Individual follow-up appointments are scheduled to discuss individual learning goals, barriers to participation, assessment results and to set short-term and long-term educational plans. Programs can also set up special times for students who only need to take an approved practice test for the state-approved high school equivalency assessment.

Open Intake/Entry – no set registration time
With Open Intake, students arrive while the class is in session and receive information about the program, register, begin the assessment process, and start studying immediately.

Open Intake is really only effective in classes that are trying to build enrollment. As soon as a class is well-established, the program should switch to Managed Intake.

Certain students may be unable to come on a particular day/time because of work, transportation, or child care conflicts. Exceptions can be made for students with specific problems. However, open intake/registration should not be the normal practice for a program.

For further study:
The Comprehensive Adult Education Planner
http://das.kucrl.org/materials/the-comprehensive-adult-education-planner

Moving from Open Enrollment to Managed Enrollment
http://vega.jeffco.edu/website/Instructor%20Resource%20PDFs/WorkKeysWin11.pdf

Fulfilling Dreams in Adult Education: Managing the Multi-Level Classroom
http://journals.cluteonline.com/index.php/TLC/article/view/1241/1225

Individualized Group Instruction: A Common Model
http://www.ncsall.net/index.html?id=733.html
ELIGIBILITY FOR WVADULTED PROGRAM ENROLLMENT

General Eligibility for Enrollment
According to the Workforce Innovation and Opportunity Act (WIOA), Title II, the Adult Education and Family Literacy Act, adult education services are to be targeted for:

- adults who are 16 years of age or older;
- adults who are not enrolled or required to be enrolled in secondary school under State law; and who...
  - are basic skills deficient
  - do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education or
  - are English language learners.

Intake Tip: West Virginia law mandates that students must attend school until age 17, unless they have a specific waiver. Certain counties have additional rules. All young adult students under age 18 must present official documentation of withdrawal from school or documentation of an exemption. See Eligibility of Young Adults.

Only adults who meet the eligibility criteria above may enroll in the West Virginia Adult Education (WVAdultEd) program. WVAdultEd instructors must complete the Student Profile Form found at http://www.wvadulted.org/aemis.html for all students who enroll. For more information, see WVAdultEd Reports (Section 4).

Eligibility of Students Currently Enrolled in Post-Secondary Education or Job-Training Programs
Students who are already enrolled in post-secondary education or job-training programs (e.g., colleges, apprenticeship programs, vocational/technical schools, etc.) may be co-enrolled in WVAdultEd programs. The student must meet all of the above eligibility criteria for enrollment in a WVAdultEd program. In addition, the instruction provided by WVAdultEd in reading, writing, math, or English language acquisition must be designed to help students meet the requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions.

Intake Tip: For students co-enrolled in a post-secondary education or training program, please select Higher Ed or CTE under Student Type on the Student Profile Form.

WVAdultEd programs may not serve foreign students studying in the United States on F-1 (Student) Visas. (For more information, see Eligibility of Foreign Students below and see Intake Forms, Section 14.)
Eligibility of Foreign Students who are English Language Learners

According to WIOA, the term “English language learner” (ELL) means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.

Federal adult education legislation does not specify the need to prove legal status of ELLs as a condition for enrollment in adult education classes. Thus, it is not necessary for foreigners to present passports, visas, work permits, or Social Security cards to prove legal status in order to enroll. However, foreign students (with F-1 Visas) enrolled in universities or private English language institutes may not simultaneously enroll in publicly funded adult education programs. (For more information, see Intake Forms, Section 14.) ELLs in this country as nannies or au pairs on a J-1 Exchange Visitor Visa are required to participate in college level academic classes, not in adult education or literacy classes; therefore, they should not be admitted. Camp Counselors, Physicians and Teachers who are here on a J-1 Exchange Visitor Visa are required to have sufficient English in order to come; they should not be admitted to WVAdultEd programs.

English language learners (ELLs) who have completed post-secondary education in another country, but lack English language skills MAY enroll in WVAdultEd programs as long as they do not have an F-1 (or J-1 Visa in certain categories).

Intake Tip: For a non-native English speaker with a goal to Improve English Language Skills, please select ELL on the Student Profile Form under Student Type on the If that student is also enrolled in a class that is funded through the federal IEL/CE program, please also select IEL/Civics Ed under Student Type.

Eligibility of Adults with Disabilities

The WVAdultEd program requires that all persons shall have equal access to its programs, facilities, and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation. It does not discriminate in admission to its programs, services, or activities; in access to them; in treatment of individuals with disabilities; or in any aspect of their operations.

A qualified individual with a disability is defined by the Americans with Disabilities Act (ADA) as: “... an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.”

Individuals with documented disabilities may request reasonable accommodations for assessment and instruction (see Section 3). This means that your program may not turn away potential students who are blind, deaf, or otherwise physically handicapped. You must also serve students with emotional and learning disabilities.
Intake Tip: On the Student Profile Form under Student Type, please select Documented Disability for students who have a visible disability (blind, missing limb, etc.), OR who present documentation (keep this locked in a confidential file) of any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities: walking, seeing, hearing, speaking, learning, or working.

Programs should establish reasonable codes of conduct that prohibit disruptive or inappropriate behaviors and may apply these uniformly to all students (even when the effect is to disqualify a person with a disability). See a sample Code of Conduct as part of a statement of Rights and Responsibilities of Students in WVAdultEd Programs (Section 4 Appendix).

Public Non-discrimination Notice

Programs must provide information to applicants, participants, beneficiaries, and other interested parties regarding the rights of individuals with disabilities. Methods of providing this information include publication in handbooks, manuals, pamphlets, application materials, posters, etc.

All program information and brochures should state that accommodations are available upon request to those with a documented disability.

A non-discrimination notice should be posted in all WVAdultEd classrooms and a similar statement included in publications (program bulletins, handbooks, and application forms). See Section 4 Appendix for a Sample Public Non-Discrimination Notice. Contact your county board of education to find out the appointed ADA and 504 Coordinator. Also, determine who will handle accommodations requests for WVAdultEd classes in your county.

At a minimum, the notice below should be used for posters and, in the case of space limitations, on publications:

[Name of WVAdultEd Program] is an equal opportunity educator and employer. Accommodations are available upon request to those with documented disabilities. To request disability accommodations, please contact [insert name, address, phone number of appointed person] from your WVAdultEd program.

Eligibility of Young Adults (16 to 18 Years Old)

According to state policy, all students are required to attend high school until the age of 17. Although federal legislation allows WVAdultEd to serve students who are 16 and older, the state of West Virginia compels 16 year olds to attend high school. Therefore, you may not admit 16 year olds.

In addition, four county boards of education require students to remain in school until age 18. Therefore, you may not serve an underage student whose address is within these specific counties: Cabell, Marshall, Monroe and Wyoming (even if your class is not in that County).
Exceptions for these state and county rules would include: youth who are emancipated from parents, married, court-ordered to attend, or enrolled in an institutional education program. This must be documented in the permanent student folder and in AEMIS.

**17 and 18 year olds** may only enroll in the WVAdultEd program if they have withdrawn officially from the public or private school system and provided proof:

- **For Students Preparing for the HSE Assessment:** WV TASC Test Form (available from local TASC examiner) completed by the principal, guidance counselor, or attendance director of the school last attended confirming that the student has officially withdrawn from school and containing an official school seal or stamp

- **For Students Not Preparing for the HSE Assessment:** Official letter from the principal, guidance counselor, or attendance director of the school last attended verifying the exact date on which they withdrew from school (See Verification of Withdrawal from High School, Section 4, Appendix.)

- **For Home Schooled Students:** Official letter from the school superintendent or county attendance director on County letterhead verifying that they were withdrawn from the public school system in order to be home-schooled. (See Sample Home School Letter, Section 4, Appendix.)

A copy of this verification must be maintained in the WVAdultEd permanent program file (See Program Files Checklist, Section 4.)

17 to 18 year olds who **may** be admitted to WVAdultEd programs:

- Left school without graduating but reached or passed the age of 17 (except those who reside within these specific counties: Cabell, Marshall, Monroe and Wyoming

- Transferred to a non-public vocational school or to a proprietary school with courses of study not meeting standard graduation requirements

- Withdrew from school in order to be home-schooled according to WV home school law

- Enrolled in a non-school institution (such as the military, a corrections facility, or drug rehabilitation clinic) even if they are involved in an education program within that institution
  Exception: When a correctional institution or rehabilitation center is part of a special school district or an extension of a regular school district, its students are not admitted.

17 to 18 year olds who **may not** be admitted to the WVAdultEd program:

- Temporarily absent from public school due to illness

- Enrolled in alternative education programs which are administered or approved by the school district and considered full-time secondary educational programs
• Suspended or expelled with an option to return at the end of the disciplinary period (unless they officially withdraw from school)

• Student under age 18 who reside within these specific counties: Cabell, Marshall, Monroe and Wyoming.

**Required Paperwork for 16 to 18 Year Olds**

• For students under the age of 18, a parent or legal guardian should sign any forms that require the student’s signature, including the Verification of Withdrawal from High School, Home-School Letter, Media Release, (Section 4 Appendix), Request for Information (Section 5 Appendix), and the appropriate WV TASC Form (available from local TASC examiner) as well as any referrals to agencies that involve confidential information (referral to a doctor, referral to the Division of Rehabilitation Services, etc.).

• Possible exceptions:
  
  o **Emancipated Youth** – Must provide a copy of the court documentation declaring emancipation. Parent’s signature is not required.
  
  o **Married Youth** – Must provide copy of marriage license. Parent’s signature is not required.
  
  o **Court-Ordered Youth** – Must provide a copy of the court order and may remain enrolled in school. Parent’s signature is not required. (See Eligibility of Students Assigned to WVA Adult Ed by a Court Order, Section 4.)

**No Enrollment Caps for Young Adults**

WVA Adult Ed must serve a variety of target populations; the youth population of students under 18 years of age is one of those target groups. A local program may NOT discriminate against any particular target population. A local program should, however, take into consideration the needs and characteristics of this and other target populations in scheduling adult programs. Class schedules should accommodate all age groups with equitable attendance opportunities for young adults as well as older learners.

**Attendance Guidelines for Students under Age 18 Enrolled to Maintain WV Driver’s License**

According to **State Code §18-8-11:**

_School attendance as condition of licensing for privilege of operation of motor vehicle, passed by the WV State Legislature, states that...the division of motor vehicles shall deny a license or instruction permit for the operation of a motor vehicle to any person under the age of eighteen who does not at the time of application present a diploma or other certificate of graduation issued to the person from a secondary high school of this state or any other state or documentation that the person is..._
• enrolled and making satisfactory progress in a course leading to a general educational development (GED®) certificate from a state-approved institution or organization or has obtained the certificate;
• enrolled in a secondary school of this state or any other state;
• excused from the requirement due to circumstances beyond his or her control; or
• enrolled in an institution of higher education as a full-time student in this state or any other state.

Students attending WVAdultEd programs to maintain/obtain a driver's license should have specific attendance requirements. Attendance requirements are determined by your local county board of education and are based upon the availability of resources such as instructional personnel, programs, and materials. These requirements may vary from county to county. It is recommended that, whenever possible, a minimum of 20 hours/week be required for satisfactory attendance.

It is recommended that each county should have a specific absence policy. For example, more than ten unexcused absences in a semester will result in termination from the program for the remainder of the semester/year. Your program should adopt an attendance and absence policy at the beginning of the program year based on program availability. A letter verifying student enrollment in the program and attendance updates should be sent to the assigned court official (i.e., probation officer or other designee providing oversight) specifying the attendance requirement. If the student does not meet this requirement or is terminated, notify the attendance director in writing.

**Intake Tip:** If a student is under 18 years of age and wishes to enroll in the WVAdultEd program for the purposes of maintaining or obtaining a driver’s license, on the Student Profile Form under Student Type, select Maintain Driver’s License.

For young adult students to enroll in the WVAdultEd program, all components of the General Eligibility for Enrollment and Eligibility of Young Adults requirements must be met. In addition, the following procedures should be followed and documentation maintained in the student’s permanent program file.

• The program should contact the county attendance director with the student attendance requirements and reporting on attendance. Note: It is not the responsibility of the WVAdultEd program to contact the Department of Motor Vehicles. It is the attendance director’s responsibility.

• If the student is terminated, the attendance director should be notified in writing.

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1 Although State Policy specified GED, West Virginia has chosen the TASC test as the official test for the high school equivalency diploma.
Guidelines for Students under Age 18 Preparing for the High School Equivalency Assessment

See Section 12 for information and regulations regarding teens who want to take the state-approved high school equivalency assessment. Also refer to the Orientation for Young Adult Students (16 to 18 Years Old), in this section of the handbook.

Eligibility of Students Assigned to WVAdultEd by a Court Order

Sometimes a judge will order an individual to attend a WVAdultEd class or take the “GED” (meaning a state-approved high school equivalency assessment—now the TASC test) as a condition of release or parole. The court-ordered student may have specific attendance guidelines dictated by the court. If the court has not set attendance guidelines, the county should determine the appropriate attendance requirement, similar to those developed for the driver’s license program.

Intake Tip: If a student is required to attend class as a condition outlined in a court order, then on the Student Profile Form under Student Type, select Court-Ordered.

The WVAdultEd program will enroll these individuals under the following conditions:

- All components of the general eligibility for enrollment and the attendance guidelines established by the court should be followed.
- A letter verifying student enrollment in the program and attendance updates should be sent to the assigned court official (i.e., probation officer or other designee providing oversight).
- If the student is terminated, notify the appropriate court official in writing.
- Documentation should be maintained in the student’s permanent program file.

If the student is court-ordered to take the “TASC” (state-approved high school equivalency assessment), the TASC Examiner must administer the test to him or her, even if the individual is still enrolled in an accredited high school and does not pass a state-approved practice test or does not meet other restrictions.

The only exception is age—the state-approved high school equivalency assessment may not be administered to anyone under the age of 16. It is suggested that the WVAdultEd instructor or TASC Examiner contact the probation officer with any questions dealing with time spent in the WVAdultEd program, passing a practice test for the high school equivalency assessment, etc.

If the student is court-ordered to “take the GED,” then the TASC test should be administered since that is the current state-approved high school equivalency assessment.²

² Although the court specified GED, West Virginia has chosen the TASC test as the official test for the high school equivalency diploma.
STUDENT ORIENTATION AND INTAKE PROCESS

The first element of an effective classroom management system involves a thorough student orientation and registration process. A separate, uninterrupted session apart from the regular instructional time is ideal.

It is usually more time-efficient and effective if orientation is conducted on a Managed Intake basis with groups of potential students that come at regular appointed dates and times. Some full-time programs do orientation twice a month; some part-time programs do it prior to the beginning date of the first class session and then schedule monthly group orientations for new students who wish to enroll after the first session begins.

Avoid conducting student orientations on a drop-in basis during instructional time (Open Intake). This often distracts students already enrolled in the class who need the instructor's time and attention and this may result in a hurried, less than thorough orientation process for new students.

Do not be too concerned about losing potential students by asking them to attend an orientation on a specific day. If a learner is truly committed to enrolling and attending on a regular basis, the student will return for a scheduled orientation. You may want to invite an individual who walks in to observe the class that evening/day and explain that you really want to have some uninterrupted time to discuss the program and that it is not possible to do that at the moment. Occasionally, you may have a student who has a barrier that prevents them from attending a managed intake session; it is appropriate to make adjustments in the intake schedule to permit this student to participate in class.

It is NOT recommended that a full standardized pre-test be administered during the first day of orientation. Research has shown that delaying the standardized pre-test for just a few days impacts the retention of new students. Giving the student a long test at the outset can be frustrating and nerve-wracking. Instead, you may want to simply administer the locator or appraisal instrument initially. This will provide you with enough information to begin the goal-setting process. You are not required to enter any pre-test scores until the student has completed 12 contact hours. After administering a locator or appraisal, you might choose to only administer a pre-test in the weakest subject area in order to record entry assessment scores. If you are using TABE Online you will have to administer the full test as doing one part would be an unacceptable use of TABE Online.

As a new instructor, follow the Checklist for Student Orientation and Intake for use with most new students and classes. Details of each item on the checklist are outlined in the General Student Orientation and Intake Process that follows. For specific students (ESL, SPOKES, High School Equivalency only, etc.), these general procedures will need to be modified. All orientation and intake activities must be completed during the first 12 hours of attendance. Depending on whether your class is full-time or part-time, all or some of the orientation may or may not be completed at the first meeting. At a minimum, the left side of the checklist should be completed at the first meeting.
Checklist for Student Orientation and Intake

Please make a copy and complete this checklist for use with new students/classes.

☐ Welcoming Activity

☐ Program Overview
- Program Purpose and Philosophy
- Available Services
- Physical Layout
- Class Schedule/Sign-in Sheets
- Class or Building Rules
- Rights and Responsibilities
- Code of Conduct/Dress Code

☐ Needs Assessment and Goal Exploration Activities
- Distinguish between short-term and long-term goals
- Aim students toward thinking beyond high school equivalency

☐ Registration Forms
- Paper Student Profile Form (Key Information only completed by student; remainder completed by instructor)
- Student General Release of Information (found on Student Profile Form; signed by student)
- Media Release Form
- WVAdultEdAcceptable Use Policy
- Local Acceptable Use Policy

☐ Learning Needs/Barriers Screening
- Administer Student Barrier Identification questions
- Administer WV Learning Needs Screening (13 questions + follow-up), or other screening instrument (includes 3 required questions)
- Document any disabilities and arrange for accommodations

☐ Career Exploration Activities
- Administer career interest and aptitude assessments
- Introduce students to career pathways

☐ Strengths Identification
- Administer learning styles inventory
- Administer TABE Locator or CASAS Appraisal to determine correct pre-test. (If you are using TABE Online you will need to administer the entire test. If only administering the Locator or Appraisal, then use the paper/pencil version.). Students with obvious reading problems should not take locators/appraisals

☐ Standardized Entry Assessment
- Assess academic areas using appropriate standardized assessment (related to student goals) and record on Student Profile Form and in AEMIS
- Maintain testing records in permanent folder

☐ Private Student Interview to Discuss Results and Set Up a Plan of Study
- Discuss learning styles inventory results
- Discuss academic assessment results
- Discuss and document identified barriers and special learning needs
- Identify and document support services and assist in resolving barriers/needs
- Establish timelines for future discussion of barriers with student
- Discuss career interests and aptitudes and job market availability
- Discuss personal, work-related, and further education goals
- Discuss certificate programs (Career Readiness, Digital Literacy, etc.)
- Identify career pathway steps
- Provide information on local job providers/one-stop centers
- Provide information on post-secondary options (CTE, apprenticeship, college, etc.)
- Decide on a plan of study
- Confirm student attendance schedule and commitment status (may use a Student Commitment Contract)
- Record Program of Study on Student Profile Form and in AEMIS
General Student Orientation and Intake Procedures

Welcoming Activity
- Greet new students in a relaxed manner with a welcoming smile. Introduce yourself and try to put students at ease. Keep things informal, but on an adult level. Ask how new students found out about the class and what they already know about adult education programs.

Program Overview
Use clear, simple language to briefly describe and discuss your program (purpose, philosophy, class offerings, and available services).

- Programs of study for all students include at least one of the following:
  - High School Equivalency (HSE) diploma completion
  - Federal Functioning Level (FFL) completion leading to employment
  - FFL completion leading to an industry-recognized certificate or certification (credential)

- Inform students of the schedule for your pre-bridge (open enrollment/ongoing) and/or bridge programs (managed enrollment with start and end dates).

- Inform students of all the study options that are actually available through your particular program such as...
  - administration and scoring of practice tests for the state-approved high school equivalency assessment
  - instruction in basic skills, digital literacy, English language acquisition, life skills, workplace skills, career readiness, etc.
  - preparation for the high school equivalency test, WorkKeys, ACT, SAT, Civil Service, TOEFL, etc.
  - distance education utilizing Edgenuity, Computer Essentials, TASC Academy, WIN, Burlington English, etc.
  - preparation for entrance to post-secondary education or training (apprenticeship or CTE programs, college, etc.).
  - Preparation for US citizenship.

- Show new students around the learning environment. Discuss the physical environment (parking, restrooms, phone, snack/drink areas, etc.).
• Talk about facility opening/closing times, sign-in/sign-out procedures, as well as any program policies regarding attendance, rules of conduct, etc.
  
  o Note: Instructors should not sign-in/sign-out for the students. This should be part of simulating a work environment.

• Explain the Rights and Responsibilities of Students in WVAdultEd Programs (Section 4 Appendix), as well as the Code of Conduct and Dress Code contained in it, to all new students. This form explains the expectations of enrollment in the WVAdultEd program regarding appropriate behavior, attendance, progress, and dress code. It may be used “as is” or adapted to more specifically reflect your individual county policy. All students should sign this type of form.
  
  o The signed form must be kept in the student’s permanent file. Students must be given a copy of the form—it does not have to be a copy of the signed form.)

Needs Assessment and Goal Exploration

• Determine if the student will need to complete standardized pre- and post-testing.
  
  o Some students with strong academic skills will only want to take the TASC Readiness Assessment (TRA) in order to qualify to take the state-approved high school equivalency assessment.
  
  o Students who have attended another WVAdultEd class or have been referred by DHHR or the local WIB (WorkForce West Virginia Career Center) or who transfer from one correctional institution to another may not need to be retested. Ask for their test scores from the other program before automatically testing. Maintain a copy of assessment scores in the permanent student file. Be sure to indicate on the Student Profile Form under Referral Source if the student is referred from another agency.

• Discuss short-term and long-term goals. Help students to see that short-term goals should be stepping stones to bigger goals. Discuss the need to think beyond the high school equivalency diploma and toward establishing educational and career goals.

• Help new students to complete a goal-setting activity (see Sample Needs Assessment and Goal-setting Activities in Section 7 Appendix; for ELLs, see Needs Assessment and Screening, Section 14).

• Determine if the student will always study in your class or learning center. Some may want to work with a one-on-one Literacy West Virginia tutor outside of class or with you during a scheduled time. Others may want to enroll in the distance education program (Section 13) and do most of their study at home.
Registration Forms

- Explain clearly the purpose of all registration forms. As necessary, assist students in filling them out. The Student Profile Form is a complicated document. It is NOT advisable for students to complete the Student Profile Form (Section 4 Appendix) by themselves. You will need to obtain the information to complete the form by collecting information from the student and then transferring the information to the Student Profile Form to be entered into AEMIS.

- Keep a paper copy of the Student Profile Form in the permanent program-intake/progress file for each student, as well as any other form you use to collect data from the student.

- Ask students to provide their Social Security number (SSN) and to sign the Student General Release of Information that is part of the Student Profile form. Explain the purpose for the release and its importance in keeping program funding. The general release gives permission for information to be used only to compile reports for the state and to data-match information regarding educational and work-related achievements. Assure students that no individual personal information about them is published.

- All students should sign the Student General Release of Information even if they do not provide their social security number. The purpose of the Student General Release of Information is to show awareness of the use of all data, not simply the social security number.

- Even without a social security number, your program CAN receive credit for education achievements (completed FFL, moved to higher FFL). However, for students who make achievements involving employment, high school equivalency diploma, or post-secondary education, without a social security number and a signed general release form you will not be able to demonstrate achievements using a data-match with other agencies. Students need to understand the importance of sharing their SSN so that your program can demonstrate success.

- Read aloud to students the Student General Release of Information that is part of the Student Profile Form (Section 4 Appendix). This is vital because many students read at a lower level and may not be able to understand the form by reading it silently.

- Mark the Student Profile Form to indicate if the release has been signed. Place the Student Profile Form that includes the release form in the permanent program file.

- If students share private information (about disabilities, medical conditions, etc.) with you or with other staff members as part of screening, assure them that this information is confidential. You will only reveal that information if you are making referrals to assist them and if they sign an additional special release of confidential information form (see Confidentiality and Referral Forms, Section 4 Appendix).
• SPOKES students must also sign a special [WVAdultEd SPOKES Authorization for Release of Information](found in Section 4 Appendix) that allows the SPOKES instructors to communicate with a student’s DHHR case worker regarding case management issues and to share program documents (attendance, progress, achievements) specific to the student. For more information, see [SPOKES Guidelines, Section 16.] SPOKES students need to understand that you WILL be sharing information with their case worker.

• The Office of Adult Education and Workforce Development has a [Student Technology Acceptable Use Policy](Section 4 Appendix) to be used with all adult education students. In addition to this form, a county or facility where your class is located may have an Acceptable Use Policy for technology. Ask someone in your building or school system to give you a copy of this form. Students must sign both forms in order to utilize technology resources.

### Learning Needs/Barriers Screening

• Administer screening instrument(s) or questionnaire(s) that includes barrier identification questions and that ask questions that will tip you off to learning disabilities and other special learning needs.

• The [Learning Needs Screening](13 questions plus follow-up/referral form) found in Section 5 Appendix is strongly preferred for use as a screening instrument for both special needs and barriers.

  o SPOKES classes use the screening instrument and referral form found in Section 16 Appendix. The SPOKES referral form is different.

  o ESOL classes often use the [Registration/Background interview](found in Section 14, Appendix) as a screening device because it contains the three mandatory questions.

• When reviewing screening results, if a student has indicated a disability and the need for accommodations, arrange to get documentation of the disability and indicate Documented Disability on the Student Profile Form. Students with disabilities are granted “weighted” contact hours. For students with obvious disabilities (vision or hearing impairments, physical handicaps, etc., formal documentation is not necessary; simply note the disability in the student folder). If the student was in Special Education classes then fill out the Request for Information form found in Section 5 Appendix.

• If testing accommodations are required, contact Pam Young, 1-800-257-3723, ext. 212, pbryan@k12.wv.us) to discuss assessment instruments in alternative formats.

• If a student indicates that there are possible barriers, you need to make referrals for services or give the student information about whom to contact. For students who indicate that they think they have a learning disability, refer them to either the West Virginia Division of Rehabilitation Services or to a private diagnostician (if they have insurance). Document when referrals have been made and if the student has begun receiving services. See [Making Referrals](found in Section 5).
SPOKES instructors need to discuss referrals and make recommendations to the DHHR caseworker. Don’t assume that this will be taken care of. It is best to make recommendations to the caseworker regarding further diagnoses and necessary assistance.

Strengths Identification

- Discuss the need to determine the best learning strategies. Administer a learning styles inventory (for sample inventories, see Section 5 Appendix).
- All SPOKES classes use the C.I.T.E. Learning Styles Instrument (Section 5 Appendix).
- AdultEd classes can use the Learning Style Preference Form, see Section 5 Appendix, or any version of a learning style inventory. It is not mandatory to use the C.I.T.E. or even advisable to use it with all students.
- ESOL classes may use any of the instruments described in Section 4 or instruments designed for ELLs found in Section 14.
- Discuss the need to take a standardized test to determine academic strengths.
- Determine which academic areas will need to be assessed.
  - Some AdultEd students may only want to work on improving reading or language skills and will not need to take math assessments—or the reverse may be true.
  - English language learners may only want to improve speaking skills and will not need to be assessed in reading/writing—or vice versa.
  - All SPOKES students must be tested in Reading, Math, and Language.
- If you are using the TABE or CASAS, administer a locator or appraisal to determine which pre-tests need to be administered and give the new student a sense of their academic strengths and weaknesses. (For testing procedures, see Section 6.)
- Students with obvious reading problems should not be given the locator or appraisal. Use Literacy Level TABE or CASAS. Contact Pam Young at pbryan@k12.wv.us for materials. (See Orientation for Low-Level Literacy Students, Section 4.)

Career Exploration

- Administer career interest and aptitude assessments.
  - Using CFWV.com is recommended. Students need to save their assessment results and career plan information to their CFWV.com portfolio. In many cases they can also print their results.
  - For students at lower reading levels or for English Language Learners (ELLs) there are several online alternatives to CFWV (See Section 14, Career Awareness) that offer the Google Translate feature or are more pictorial in nature.
To obtain approval to use an alternate instrument, contact Tina White at tnmwhite@k12.wv.us.

- Have students explore different jobs of interest to determine the academic requirements for such employment. Explore careers relative to the job market.
- Give students information about career pathways to in-demand jobs in the state.

### Standardized Pre-tests

- Administer the appropriate standardized pre-tests prior to the 12th instructional hour to assess academic areas related to student goals.
  - For most adult education students, use the TABE.
  - For ELLs, use the BEST Literacy, BEST Plus 2.0, or CASAS.

- On the Student Profile Form and in AEMIS, record all assessment results. The subject area with the lowest score will automatically be utilized for classroom focus/instruction, unless a different instructional focus is noted.

- Maintain records in the student’s permanent folder of ALL standardized assessments you administer (whether or not they are recorded in AEMIS).

- Some high school equivalency testing candidates are not planning to attend your program and only intend to take the high school equivalency (HSE) readiness assessment in preparation for the TASC test. However, if they do not pass the TASC Readiness Assessment (TRA) with the required minimum scores and ultimately decide to enroll in class to prepare for the TASC test, you will need to administer a standardized pre-assessment and help them identify the areas they need to improve.

- Academic students with 12 hours or more attendance must complete a standardized assessment.

### Private Student Interview to Discuss Results and Set Up a Plan of Study

- Find a quiet, private setting to discuss with each individual student the results of their screening instruments, learning style inventories, self-assessment checklists, career profile, and/or academic assessments.

- Discuss any problems (barriers) that might get in the way of attendance or learning and document the identified difficulties or barriers. (For a sample barrier identification form, see the Plan for Reducing Barriers to Success form, Section 5 Appendix.)

- Identify support services to assist in resolving special learning needs and/or identified barriers. As needed, arrange for referral to support services. For special needs assistance...
Obtain a directory of services from your local Family Resource Network (FRN). At the DHHR website, find listings at:

- [http://www.dhhr.wv.gov/bcf/Services/Documents/Family%20Resource%20Netw
- [http://www.dhhr.wv.gov/bcf/Services/Pages/Family-Resource-Networks.aspx](http://www.dhhr.wv.gov/bcf/Services/Pages/Family-Resource-Networks.aspx)

Refer to the ConXtions Directory at [http://wvde.state.wv.us/abe/connections.htm](http://wvde.state.wv.us/abe/connections.htm).

The WVAdultEd LiveBinder, located at [http://www.tinyurl.com/wvabe](http://www.tinyurl.com/wvabe), also contains resources for the adult educator. (Click on the Special Learning Needs tab on the WVAdultEd LiveBinder to access resources on a variety of topics.)

- If a student indicates the possibility of learning disabilities or attention problems that may require accommodations, discuss the possibility of referral for formal assessment and diagnosis.

- If the student indicates that he was in Special Education classes then request the documents from the school system or other agency using the Request for Information form. (see Section 5 Identifying Resources and Addressing Barriers and the Appendix).

- Students with very low reading skills or who require one-on-one instruction may need additional support from a tutor. You can contact your county’s Literacy West Virginia program. If there is no Literacy West Virginia affiliate in the county or if there is no available volunteer, then the WVAdultEd program must offer tutoring to this individual. The person can be scheduled to attend a one-on-one session once or twice a week while other students are completing independent study.

- Keep written documentation of any referrals made to support services. This should be maintained in the permanent program intake/progress student folder or on a contact/phone log (Section 13 Appendix). Confidential information should be kept in a separate locked file. Arrange for future discussions to resolve special needs and barriers with the student. You may want to use the Plan for Reducing Barriers to Success (Section 5 Appendix).

- Establish a timeline for future discussions about barriers to follow-up and be sure support is in place.

- Review the personal goals identified by the student. Some students may not have even considered what to do after obtaining the high school equivalency diploma, but may now want to set specific goals (e.g., work readiness, preparation for entry into a post-secondary education or training program, etc.).

- Discuss the student’s career interests and aptitudes that they identified using CFWV or other career exploration questionnaires. Help the student make connections to in-demand jobs in the area.
Print out results of assessments or document these using the Education and Career Plan (Section 7 Appendix).

- Discuss certificate programs (Career Readiness, Digital Literacy, etc.) that are realistic. (See Section 7 Certifications, Certificates, and Micro-Credentialing.)

- Identify Career Pathway steps. (See Section 7 Appendix, Career Pathways Checklist.)
  
  - Provide information on local job providers and Workforce WV Career Centers.
  - Provide information on post-secondary training opportunities in Career Technical Education (CTE) adult programs, apprenticeship programs, community colleges and universities, etc.

- Based on assessment results, give feedback about what types of activities and learning materials to use during class time.
  
  - Some students will prefer to work with textbooks and others prefer software programs. Computer-savvy students who prefer to work independently may want to use a distance education program (TASC Academy, Computer Essentials, Edgenuity, Burlington English, WIN, etc.).

- Discuss the results of the learning styles inventory with the student. Explain what the results indicate about how the student learns information.

- Decide with the student on a Plan of Study that outlines some steps to meeting various goals. Discuss a timeline based on their willingness to study. The Plan of Study should also outline course materials, group lessons, and individual assignments and show students how to keep track of what they are accomplishing.
  
  - You may want to use some of the Sample Tools and Activities for tracking Student Progress, Section 7 Appendix.
  
  - Another excellent resource is Integrating Career Awareness into the ABE and ESOL Classroom (http://www.collegetransition.org/docs/ICAcurriculumguide.pdf).
  
  - You may want to include the use of the WVAdultEd Skills Checklists (see Using WVAdultEd Skills Checklists to Track Student Progress, Section 8).

  - In addition, some software programs (e.g., Edgenuity, TASC Academy, Computer Essentials, Burlington English, etc.) have management systems to assign and track student progress and achievement.

- Discuss the importance of establishing a student attendance schedule. The student needs to make a commitment to attend/participate on a regular basis.

- If you use a Student Commitment Contract, make sure participants understand what will be required in your program. There are two samples of student commitment contracts found in Section 4 Appendix. Your program may choose to use one of these or a contract
your program creates. Advise the student of any consequences that may result if he or she does not comply with the terms of the signed contract (i.e., replacing them with students on an existing waiting list, etc.)

- **If you choose** to use a student commitment contract, you should use the same one for all students in your program (i.e., do not use one contract for youth and a different contract for other students).

- SPOKES students are required to sign the *Personal Attendance Contract, Section 16 Appendix*. Be sure they understand that they can be sanctioned by DHHR for not participating.

- Young students under age 18 who need to maintain a driver’s license or court-ordered participants may need to follow a specific process defined by your county.

- After students have identified their personal goals and made a commitment to a schedule and a *Plan of Study*, the instructor should record the goals in the student folder. These goals should be revisited following interim assessment.
ORIENTATION FOR SPECIFIC TYPES OF STUDENTS

For specific types of students, follow different procedures as outlined below.

**Orientation for HS Equivalency Diploma Candidates (HSE Registrant Only)**
Some students who only want to take the high school equivalency (HSE) readiness assessment will not need to go through the general orientation process unless they do not pass the TASC Readiness Assessment (TRA) or if they choose to study before taking the readiness assessment. For these students, see the *Orientation Process for High School Equivalency Diploma Candidates* in [Section 12](#).

**Orientation for Distance Education (DE) Students**
For students who enroll in the distance education (DE) program, follow the general orientation process and pay attention to a few special items. For more information about AEMIS management of distance education students, see [Section 13](#), or contact Rebecca Metzger at 1-800-257-3723 ext. 202 or [rmetzger@k12.wv.us](mailto:rmetzger@k12.wv.us).

**Orientation for English Language Learners (ELLs)**
For ELLs, follow the general orientation process and pay attention to a few special items that are different. For more information, see *Intake*, [Section 14](#), or contact Cathy Shank at 1-800-257-3723 ext. 112 or [cshank@k12.wv.us](mailto:cshank@k12.wv.us).

**Orientation for SPOKES Students**
For SPOKES students, follow the general orientation process and pay attention to a few special items that are different. For more information, see *SPOKES Checklist for Student Orientation and Intake*, [Section 16 Appendix](#) or contact Christina Harper at 1-800-257-3723 ext. 115 or [cdharper@k12.wv.us](mailto:cdharper@k12.wv.us).

**Orientation for Low-Level Literacy Students**
It is important to quickly identify students who are struggling with filling out intake forms. Students should be offered assistance in this process. Help by reading forms aloud as needed. Skip the locator or appraisal if it is clear there are reading problems and go straight to the literacy level forms for TABE or CASAS. For more information, see *How do I assess very low-level adult learners?* [Section 6](#).

Embarrassment due to low literacy skills could mean that a person will leave the program and never come back. All programs should partner with their local Literacy West Virginia affiliate to provide the best possible assistance in and out of class to low-level literacy students. (Some counties do not have a local literacy program.)

All WVAdultEd programs must serve low-level literacy students even if there is no volunteer program in the area. These students can be scheduled for one-on-one tutoring at specific times...
when other students are working independently. For assistance, contact Pam Young at 1-800-257-3723 ext. 212 or pbryan@k12.wv.us.

**Orientation for Students with Disabilities**

The orientation/intake process may need to be modified for students with disabilities. Some students will need large print or audio versions of assessments, or even sign language interpreters. Sometimes special accommodations may need to be set up before they can even participate in the orientation and intake process. Arranging accommodations should demand immediate action on your part. Contact Pam Young at 1-800-257-3723 ext. 212 or pbryan@k12.wv.us for assistance in setting up an interpreter, obtaining materials in Braille, large print, audio, etc.

When a student states that he or she has a disability and will need accommodations, you should always assure the person that you will try to make arrangements as quickly as possible. For some types of disabilities, you may need some time to set up the appropriate accommodations. **Never turn away students with disabilities.**

For example, if a deaf student plans to enroll in the program, this may mean that an interpreter will be needed for the orientation process and at various other times including when you are providing a group lesson. Arrangements will need to be made through the state program to get a certified interpreter and pay for the service. It is possible to serve a deaf student at times even without an interpreter present if the student is able to read lips, can work independently using materials provided in your class, can check in with you by writing notes, and/or knows someone who will volunteer to interpret. You may need to schedule this student to come only during specific times.

A student who is legally blind may require Braille materials or audio texts. While you probably do not have these resources in your program, the state program can be of assistance. It may take time to set up accommodations, but you should never indicate to students that this is not a viable option.

If a student states that he or she has a learning disability or other disability that is not visible, then that student is required to submit documentation regarding the type of disability in order to receive specific accommodations (audio version, extended time, etc.) even during initial assessment. If the student does not have that documentation, you may need to use the **Request for Information** form (Section 5 Appendix) to obtain school records or records from a diagnostician verifying the disability.

When a disability is observable (i.e., blind, hearing impaired, wheelchair bound, etc.), appropriate accommodations may be approved immediately without any documentation required. The disability should be noted in the **strictly confidential** program file (See the **Program Files Checklist**, Section 4 Appendix.

Because students with disabilities often require special attention, planning, and assistance, WVAdultEd reporting procedures allow you to count their contact hours for time and a half (see **Weighted Attendance/Contact Hours for Learning Disabilities**, Section 5).
Orientation for Young Adult Students (16 to 18 Years Olds)

The following guidelines are recommended for use with 16 to 18 year old students who:

- have chosen to officially withdraw from school;
- have withdrawn from school and are attending WVAdultEd for the purpose of obtaining or maintaining a driver's license; or
- have been court-ordered to attend WVAdultEd.

Note: Most 16 year olds are not allowed to attend WVAdultEd programs and should be referred to a local high school Option Pathway program. (See Eligibility of Young Adults, Section 4).

If your program serves a lot of 17 to 18 year olds, you might want to set up a special orientation session for young adult students accompanied by their parents or guardians. This orientation should emphasize the differences between high school and WVAdultEd and the specifics regarding high school equivalency assessment policies for teens.

Applicants who are 17 to 18 years old must meet specific requirements to be eligible to take the TASC test. These guidelines (included in Section 12) should be carefully explained to both the student and parent or guardian. Withdrawal from school, alternative education, or home-schooling must be verified by the last school attended and must be signed by the parent or guardian using the appropriate WV TASC Form (available from local TASC examiner).

In addition, the Student Commitment Contract (see samples in Section 4 Appendix) outlining specific attendance expectations and instructional goals may be used. Explain that students are expected to maintain regular attendance, appropriate behavior, and educational progress as outlined in the contract. Students who do not comply may be asked to leave.

Note: Sample Student Commitment Contract B is particularly useful for young adult students. However, this contract can also be used with all students. Please note that whichever student contract you choose to use, you should use the same contract for all students in your program so as not to discriminate based on age.

Student folders should be maintained to document student progress. Monthly attendance forms will document attendance.

The WV TASC Form (available from local TASC examiner), the Rights and Responsibilities of Students in WVAdultEd Programs which includes the Code of Conduct and Dress Code, and the WVAdultEd Program General Release of Information will all need to be signed by the student's parent or guardian (if he or she is under 18 years of age) and returned prior to beginning general intake procedures.
WVADULTED PROGRAM STUDENT INTAKE/PROGRESS FILES

What type of files must be maintained?

WVAdultEd instructors are required to maintain various kinds of program information. Three specific types of files are necessary. You may want to color-code these files to make it easy to recognize and differentiate between them.

- **Permanent Program-Intake/Progress Files** (for each student) are maintained by the instructor/aide and are not accessible to students without permission. Permanent files documenting standardized assessments and achievements selected on the Student Profile and Student Achievements forms should be maintained for a minimum of three program years beyond the exit program year.

- **Strictly Confidential Files on Specific Students** (ONLY accessible by approved personnel) are kept in a distinct locked file, different from permanent program files, and clearly marked “confidential”. A log is maintained of the name, date, and reason for any person accessing the strictly confidential records (see the Student Confidential Records Log, Section 4 Appendix). Sometimes, the program may have the only documentation of a disability and students may need that in the future. Strictly confidential files should be maintained for a period of not less than five years. When discarded, strictly confidential information must be shredded.

- **Student working file/folders** are maintained by the student and may be given to that student at program exit.

The Program Files Checklist on the following pages lists all the items that need to be kept in each type of file. It is very important to review this checklist. When programs are visited for data quality audits, these files are checked carefully.

**Note:** SPOKES Only instructors should refer to Section 16 for the SPOKES Program Files Checklist.
Program Files Checklist

*Note: For students who attend fewer than 12 hours of class, only the items with asterisks are required in the Permanent Folder. If your program is working directly with a CTE Center, identify what intake forms are required for their program.

Permanent Program-Intake/Progress File for Each Student (maintained by the instructor/aide; not accessible to students)

- *WVAdultEd Student Profile Form (includes General Release of Information)
- *WVAdultEd Student Achievements Form
- *WVAdultEd Student Technology Acceptable Use Policy
- *Signed local Acceptable Use Agreement (Technology/Internet)
- *Signed student Code of Conduct or Class/Program Rules form
- *Referral forms from other agencies (WIB, DHHR, VA, court system, etc.), if applicable
- *Referrals to external agencies that provide assistance with barriers and special needs (e.g., DHHR, DRS, Lions Club, mental health provider, childcare assistance, etc.), if applicable
- *Correspondence or paper work addressed to external agencies (e.g., DHHR, DRS, county schools in relation to driver’s license maintenance, the court system, etc.) regarding verification of an individual’s assessment results, attendance, progress, etc., if applicable
- Learning needs screenings or barrier identification questionnaires that DO NOT contain confidential information (administered before assessments)
- Student Commitment Contract (optional)
- All standardized tests answer sheets/scores (appraisal/locator, pre-test, interim progress tests and post-tests)
- Learning style inventory results
- Career exploration assessment results
- Assessment Record/Waiver (if necessary)
- Post-secondary Cohort Verification Form

Additional Items Required for HSE Diploma Candidates’ Permanent Folders:

- *WV TASC Form
- *HSE readiness assessment answer sheets/scores (TRA).

Additional Items Required for 16-18 Year Old Student Permanent Folders:

- *Verification of Withdrawal from school system, alternative education, or home school setting as indicated by initials, signature, and stamp or seal on the WV TASC Form
- *For 16 year olds: documentation of emancipation, court-order, marriage or home-school status

Additional Items Required for Distance Learning Student Permanent Folders:

- *Software management print-out of student time on task from Computer Essentials, Edgenuity, Rosetta Stone, SkillsTutor, Burlington English, TASC Academy, or WIN
- *Instructional Unit Mastery Tests for Crossroads Café or USA Learns
- *Activity log for Proxy hours

Additional Items Required for SPOKES Student Permanent Folders:

- *WV DHHR Referral for Training/Services
- *SPOKES Student Profile Form
- *WVAdultEd SPOKES Authorization for Release of Information*
- *SPOKES Personal Attendance Contract*
- Signed *Dress Code Policy*
- WV DHHR Participant Time Sheets
- SPOKES Life & Employability Module Rubric Record
- Employment Portfolio Checklist
- Checklists for Certificate of Achievement, Participation, and/or Ready to Work Certificate
- Software management print-outs for WIN
- Through the Customer’s Eyes Record Sheets, Parts 1 & 2
- Computer Essentials Certificate of Achievement
- IC3, MOS, and QuickBooks certification documents
- ACT WorkKeysNational Career Readiness Certification (copy)

**Optional items:**
- Examples of student work
- Plan of Study or copy of class assignments or goals/progress sheet
- WVAdultEd Skills Checklists

**Strictly Confidential Files on Specific Students (ONLY accessible to approved personnel; kept in a distinct locked file):**
The locked file drawer or cabinet containing these records is to be clearly marked “confidential” and a record or log is to be maintained of the name, date, and reason for any person accessing the strictly confidential records.

**MAY include the following ONLY IF documents contain written reference to strictly confidential information:**
- *WVAdultEd Student Profile Form*
- Special needs screening instrument
- Notations indicating obvious visible disabilities
- Records/documents/transcripts from educational institutions
- Referrals from DHHR or other agencies
- Documentation from counseling, medical, or rehabilitation professionals/institutions
- Official transcripts, including TASC and GED® transcripts

These documents are **only confidential if** they contain strictly confidential information that includes any written reference to:
- Diagnosed learning disabilities
- Previous status as a special education student
- Any other diagnosed physical or mental disabilities
- Diagnosed medical conditions
- Use of any prescription drugs
- History of drug/alcohol abuse and/or treatment
- Status as HIV positive or having the AIDS virus

**Student Working File/Folder (maintained by the student):**
- Personal goal-setting exercises
- Instructional working materials
- Class assignments and chapter tests
- Goals/progress sheet
WVADULTED REPORTS

Completing daily, monthly, and annual reports are an essential part of our program. Funding for the WVAdultEd program is derived from the federal Workforce Innovation and Opportunity Act (WIOA) as well as appropriations from the West Virginia State Legislature. To maintain the current level of funding, we must demonstrate accountability by keeping accurate records. Completing reports accurately and submitting them promptly will help ensure continued funding and assure our programs run smoothly. Please feel free to contact any WVAdultEd state or regional staff member with questions or concerns regarding report forms or reporting procedures.

The Adult Education and Family Literacy Act (AEFLA) within WIOA reauthorized federal adult education programs. It requires states to report on a set of six common performance measures with shared accountability with the other titles under WIOA. The intent is to promote more integrated programming and accountability at the state and local levels. Every state is required to set performance measures as one of the considerations for future funding. These performance measures are then negotiated and approved by OCTAE. In addition, WIOA will require that each state develop one or more measures in effectiveness in serving employers. It is critical that data be kept up to date. For more information, see Program Performance, Section 11.

The WVAdultEd program uses the New Class Information Form, the Student Profile Form, WVAdultEd Student Achievement Form, and Monthly Attendance Form (see Section 4 Appendix) to collect student performance data, demographics, programmatic information, and student attendance data. These forms can be found at http://www.wvadulted.org/aemis.html.

Accurate completion of these forms allows the instructor to present information on results of student participation in each adult education class. This type of information is being collected nationwide by programs receiving federal funds for adult education. This system is referred to as the National Reporting System (NRS).

The NRS, which was implemented nationally in July 2000, was designed to ensure that all states collect similar data, in similar ways, and with identical definitions for the measures. Our state’s web-enabled Management Information System (MIS), known as the Adult Education Management Information System (AEMIS), was developed to meet one of the NRS guidelines to collect student performance and demographic data electronically.

For directions on completing each of the required program forms look for the most recent training PPT found at: http://www.wvadulted.org/aemis.html.
STUDENT CONFIDENTIALITY

West Virginia Adult Education Programs protect the privacy of students. A student may openly share personal information along with his or her educational and career goals because he or she trusts you. It is critical that this trust not be violated by sharing this information with other people (either face-to-face or through electronic means).

According to the Family Educational Rights Act of 1974, enacted as Section 438 of the General Education Provisions Act, student information that is considered “private” may not be shared with any outside agency or individual unless designated on a release of confidential information form that has been signed by the student. This includes volunteers, case workers, other teachers, or administrators who happen to visit your classroom. You must tell anyone who inquires about a student that you cannot discuss private information about your students, as it would be a breach of confidentiality. This will make it clear to everyone that your program protects its students.

WVAdultEd Personnel Confidentiality Agreement

All new instructors should read and sign the confidentiality agreement attached to the Pre-Service Part I Request for Credit and give this to your local coordinator for your personnel file. (The WVAdultEd Personnel Confidentiality Agreement can also be found in Section 4 Appendix.)

What responsibility do I have for reporting child abuse?

In the case of child abuse, the confidentiality guidelines above do not apply. According to WV Code §49-6A-2, instructors and school personnel have a legal responsibility to report to Child Protective Services when there is reasonable cause to suspect that a child is being abused or neglected or when it is observed that a child is being subjected to conditions likely to result in abuse or neglect. Abuse includes:

- Physical, mental, or emotional injury
- Sexual abuse/exploitation
- Negligent treatment, sale or attempted sale of child
- Any circumstances which harm or threaten the health and welfare of the child

Even if a student in your program speaks to you ‘in confidence’ about incidents or problems, if that person reveals information that causes you to suspect that a child is being abused or is in danger, you should immediately report your concerns to the Child Protective Services (CPS) unit in the county office of the Department of Health and Human Resources where you live. (You may locate DHHR county offices at http://www.wvdhhr.org/bcf/county.) Reports may also be made to the Child Abuse and Neglect Hotline (1-800-352-6513) 7 days a week, 24 hours a day.
Release of Information
There are several types of information that may be distributed by your program which may require some type of release of information form:

- Directory information
- Educational record information (student assessment and progress)
- Strictly confidential information
- Audio-visual (media) information (See Sample Media Release Form, Section 4 Appendix)

Directory Information
Directory information is basic information contained in an enrollment record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to:

- Full name
- Address and telephone listing
- Email address
- Date of birth
- Dates of program attendance
- Most recent previous education
- Agencies or institutions attended

It is good practice (but not required) for each student to sign a form that verifies knowledge that the institution can release directory information. The Student General Release of Information (found in the Student Profile) can serve this purpose.

Educational Record Information
Educational record information is specific information contained in an educational record of a student which is usually shared among teaching, support, and administrative staff members of the WVAdultEd program. Such information is considered “private” and therefore may not be shared externally, but may be shared among WVAdultEd program staff and volunteers.

Educational record information includes, but is not limited to, information regarding:

- Program placement
- Plan of study
- Assessment scores
- Progress portfolio
- Record of attendance

The NRS requires our state to follow-up on students leaving the program and participate in data sharing with other agencies to determine certain student achievements (i.e., passing the high
school equivalency assessment, obtaining/retaining a job, enrollment in post-secondary education/training) tracked by the NRS.

Since the WVAdultEd program participates in data sharing and transmits some information from the Student Profile Form to other external entities, the Student General Release of Information must be used to get permission for the data match. A student may refuse to provide a Social Security number or to sign the release, but then some achievements will not be able to be counted for the NRS report.

**Intake Tip:** Students must be made aware that the State may use information from the Student Profile Form to share data with other private and public entities. Use the following procedures:

- Read aloud to students the Student General Release of Information. This is vital because many students read at a lower level and may not be able to understand the form by reading it silently.
- Ask students to sign the general release so that your program can get credit for student achievements and continue to be funded.
- Mark the Student Profile Form if the release is obtained.
- Be sure this is also marked in AEMIS.
- Keep the release in the permanent program file along with the 400 form.
- Update the release form each program year that the student is enrolled.

Even when another agency has referred a student to your program for services (e.g., DRS, DHHR, etc.), you may not discuss educational record information without written permission. **Before educational record information may be shared verbally or in writing with an individual outside the WVAdultEd program or with an external agency, a different type of signed release of information must be obtained.** Most WVAdultEd classes should use the Authorization for Release of Information to External Agencies or Individuals (Section 4 Appendix) and specify the type of information they will discuss or release.

In addition, all students in SPOKES programs must sign the WVAdultEd SPOKES Authorization for Release of Information (Section 4 Appendix) before instructors can share information with DHHR case workers. For more information, see SPOKES Guidelines, Section 16.

Finally, while directory and educational record information is not considered “strictly confidential,” a local program must adhere to its affiliated institution’s policy, which must be in accordance with the Family Educational Rights Act (DOE 34 CFR, Part 99). It is important to know the policy of your local institution (school, RESA, college, CBO, etc.) and adhere to its policies (as well as those of the WVAdultEd program).
Strictly Confidential Information

*Strictly confidential information* is illegal to disclose—either verbally or in written form—without a signed release of information form. If a student discloses any of the following types of information (verbally or in writing), legally that information is to be considered *strictly confidential* and therefore “private.”

Strictly confidential information includes:

- Disclosure of a diagnosed learning disability
- Disclosure of previous status as a "special education" student
- Disclosure of any other type of diagnosed physical or mental disability
- Disclosure of a diagnosed medical condition
- Disclosure of use of any prescription drugs
- Disclosure of history of drug/alcohol abuse and/or treatment
- Disclosure of status as HIV positive or of having the AIDS virus
- Official transcripts (including GED® and TASC transcripts)

The following procedures should be used in handling *strictly confidential information*:

- Any written reference to strictly confidential information must be maintained in a *distinct file which must be separate from routine student information, must be clearly marked "confidential" and must be kept in a locked filing cabinet or drawer*.

- Filing cabinets or drawers containing strictly confidential information must be labeled as “Confidential.” They must remain locked, must not be accessible to students or support staff, and must have a log filed in the front of each locked drawer to indicate when confidential files are accessed by any instructional or administrative staff person. The log must indicate the date, the purpose for access, and the name of the person accessing information. (See *Student Confidential Records Log*, Section 4 Appendix.)

- Strictly confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period. When discarded, strictly confidential information must be shredded.

- Obtaining *spoken consent is not sufficient* to allow transmittal of confidential information to anyone either in conversation or in writing.

- Strictly confidential information (in the form of a diagnosis, specific disability accommodations, etc.) regarding a student **cannot be shared with the program’s instructional, support, or administrative staff** without a written release of information which is read aloud and signed by the individual (or his or her guardian) who disclosed this information. The release of information form must specify the particular individual(s) with whom specific information can be shared. Use the *Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers* (Section 4 Appendix).
• Strictly confidential information regarding a student cannot be discussed, nor can any record be shared externally, without a written release of information. The release of information form must have been read aloud and signed by the individual (or by his or her guardian) who disclosed this information.

• Use the Authorization for Release of information to External Agencies and Individuals (Section 4 Appendix) when transmitting information to an external agency (such as the Division of Vocational Rehabilitation when referring the student for further evaluation) or to an outside individual (such as a private psychologist, lawyer, or medical doctor). You must also use this form before discussing the case.

• In SPOKES programs, use the SPOKES Authorization for Release of Information (Section 4 Appendix) to share information with DHHR case workers. For more information, see SPOKES Guidelines, Section 16.

• Release of information forms for strictly confidential information should be placed on local program letterhead.

Audio-Visual (Media) Information

Audio-visual (media) information, such as video or audio recordings, sound tracks, films, photographs, or written articles published by your program, may contain appearances or references to students in your program.

A media release needs to be filled out by students if your program is planning on using their pictures or citing them in a print format or PowerPoint show. A Sample Media Release Form that covers all media—radio, television, Internet, and print—may be found in Section 4 Appendix. A copy of a signed media release should be maintained in the permanent WVAdultEd program file.

Requesting Confidential Information from Other Agencies

Organizations and agencies outside the WVAdultEd program may hold important information regarding students that you want to access. If an individual has been diagnosed with a disability or has a special education record, that person may already have documentation and may be able to demonstrate the need for classroom or testing accommodations using this documentation. You can use the Request for Information Form (Section 5 Appendix) to obtain such information from agencies such as DRS, public schools, private physicians and psychologists, etc.
REFERRALS

Keeping Track of Students Referred to Your Program from Other Agencies

External agencies (WorkForce West Virginia, HRDF, Division of Rehabilitation Services, DHHR, etc.) may refer students to your class. In some cases, they will send along a referral form.

Intake Tip: Be sure to keep any referral forms in the student’s permanent file. You should also indicate all referrals, on the Student Profile Form under “Referral Source”.

The local Workforce WV Career Center uses the WorkForce West Virginia Partner Referral (Section 4 Appendix) when referring students to your program.

Intake Tip: Be sure to indicate any student referred by WorkForce West Virginia (local Job Service or Career Center) when you fill out the Student Profile Form, by selecting WorkForce WV under Student Type.

The Department of Health and Human Resources (DHHR) uses the Referral for Training/Services. This form can be found at http://www.wvdhhr.org/bcf/policy/imm/IMManualChanges/410/DFA_WVV_70.pdf.

Intake Tip: On the Student Profile Form, you should indicate any student referred by DHHR by selecting DHHR under Student Type. In many cases, DHHR clients are TABE–tested and screened for special learning needs by an assessment specialist. Be sure the DHHR case manager passes this information on to you so that you do not need to repeat these pre-tests.

Release Forms for Students Referred by External Agencies

Before agencies that serve the same clients can exchange written or spoken educational record or confidential information about these clients, agencies must have obtained a signed release of information from the individual. Be very careful to assure that a reciprocal release form is in place before you discuss any student with someone from an external agency.

DHHR Referrals

Currently DHHR does NOT have a reciprocal release form. It has a release form that their customers sign allowing DHHR to provide your program with information (not the other way around). Before you may pass any information to DHHR or discuss students referred by DHHR, you must also have your student sign a release form.

- AdultEd or SPOKES programs that receive referrals from DHHR should use the WVAdultEd SPOKES Authorization for Release of Information (Section 4 Appendix) to share information with DHHR case workers. For more information, see SPOKES Guidelines, Section 16.
• In other AdultEd classes that receive DHHR referrals, use the *Authorization for Release of information to External Agencies and Individuals* (Section 4 Appendix) before transmitting spoken or written information regarding class record or confidential information.

WorkForce West Virginia Referrals

If the local Career Center uses the *WorkForce West Virginia Partner Referral* form (Section 4 Appendix) when referring students to your program, it will include a release specifying that information can be exchanged between the agencies allowing both agencies to discuss the student’s attendance and progress. It does not allow you to discuss confidential information. If you do not have this on file with the student’s signature, you must use the *Authorization for Release of information to External Agencies and Individuals* (Section 4 Appendix) before transmitting spoken or written information regarding educational record or confidential information.

Day Report, Work Release, Drug Court Referrals

In AdultEd classes that receive referrals from correctional agencies or the court system, be sure you have the student sign the *Authorization for Release of Information to External Agencies and Individuals* (Section 4 Appendix).

**Referring Students from Your Program to Other Agencies**

Some students in your program may have special needs. They may need assistance from outside agencies. You will want to refer them to appropriate service providers. When making referrals, before you transmit any private information about your student to an external agency, be sure you have the student sign the *Authorization for Release of Information to External Agencies and Individuals* (Section 4 Appendix).

When you make a referral to another agency, be sure to save a copy of the referral in the student’s permanent file, as well as the signed release of information. If your program is ever visited by state or federal program administrators, your files may be checked for this type of documentation.

For more information about making referrals, see *Section 5*. 
APPENDIX

Section 4
Enrollment and Entry
SAMPLE PUBLIC NON-DISCRIMINATION NOTICE

[Name of WVAdultEd Program] is committed to the policy that all persons shall have equal access to its programs, facilities, and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation.

[Name of WVAdultEd Program] does not discriminate in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The program also does not discriminate in its hiring or employment practices.

In adhering to this policy, this program abides by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans with Disabilities Act of 1990; and by other applicable statutes and regulations relating to equality and opportunity.

Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator:

Name and Title
Office Address
Phone Number (Voice/TDD)
Days/Hours Available

It is the policy of [Name of WVAdultEd Program] to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in class activities or to meet class requirements. Students with disabilities are encouraged to contact [insert name, address, phone number of appointed person] to discuss their individual needs for accommodations.
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Sample Intake Paperwork
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SAMPLE VERIFICATION OF WITHDRAWAL FROM HIGH SCHOOL

For Sixteen to Eighteen Year Olds

I do hereby verify that ________________________________________________ ,

(Full name)

______________________________________, formally withdrew from ________________________________

(Social Security) (School)

in __________________________________________ on ________________________________ .

(County) (Date)

His/her original graduating class graduated or will graduate on ________________ .

(Date)

I affirm that to the best of my knowledge the above information is correct and true.

School Official’s printed name: ___________________ Title: ________________

School Official’s signature: ______________________ Date: ________________

Phone: __________________________

This form must either be reproduced on the school’s official letterhead or an official seal must be affixed.
SAMPLE HOME-SCHOOL LETTER TEMPLATE

Place on County Letterhead

Date

Name of AdultEd Instructor
______ County Adult Education
Address of Class Site

Dear ________,

Please accept this letter as verification that insert home school student name, age 17, has completed the requirements for homescool in the state of West Virginia. The annual assessment as required by W. Va. Code §18-8-1 (c) (2) (D) has been provided for the ____ school term. As a homeschool student, he/she has not been on the roster for a public school; he/she was withdrawn from public school to homeschool on date.

Compulsory attendance requirements (W. Va. Code §18-8-1a (3) are not applicable at this time, since insert home school student name is 17 and is therefore, no longer obligated to attend public school or comply with homeschool requirements.

Sincerely,

Insert Name of Superintendent
RIGHTS AND RESPONSIBILITIES OF STUDENTS IN WVA ADULTED PROGRAMS

Instructors and staff member in the West Virginia Adult Education (WVA AdultEd) program are committed to providing the best possible educational opportunities for adult students in our program. We are also committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act and to protecting student privacy rights. As part of our commitment, we want to ensure that your rights and responsibilities are understood and to avoid any discrimination in services to you.

Student Rights

- Free adult education instruction
- Evaluation for appropriate placement
- Trained and qualified staff members eager to assist you in meeting your goals
- A program of study designed to meet your educational needs
- Educational materials that are at your level and match your learning style
- Equal opportunity; no discrimination based on race, religion, nationality, sex, age, or disability
- A suitable and accessible learning environment
- Reasonable accommodations, modifications, or auxiliary aids for learning and testing (if you have documented disabilities)
- Confidential records shared only with your written consent

Student Responsibilities

- Follow the code of conduct and terms of the contract.
- Take an active part in planning, learning, and tracking progress in your program of study.
- Attend class on a regular basis in order to meet goals in a timely manner.
- Tell the instructor when you need to be absent (as agreed upon in your student commitment contract).
- Sign-in and sign-out each time you are in class using the attendance sheet.
- Ask for help if you have a special need.
- Tell about your disability if you want accommodations.
- Provide records about your diagnosed disability in order to access appropriate testing and classroom accommodations.
- Respect the rights of other students; be considerate.
- Report conduct of other students, instructors, or visitors to the program that disturb you.
- Be honest; do not cheat.
- Keep your study area clean; check with the instructor about eating areas.
- Do not take materials out of the classroom without permission – many materials must be shared with other students, so please ask your instructor.
- Monitor cell phone use so as not to disturb others in the class.
**Code of Conduct**

Students will be suspended temporarily or terminated for any of the following offenses:

- Possession or distribution of stolen property, contraband, fireworks, explosives, firearms, or weapons of any kind
- Vandalism: intentionally defacing, breaking, or damaging school property or equipment
- Participation in any bomb threat or false fire alarm
- Damage or destruction of the property of instructors or students in the program
- Physical or verbal assault on others in the program
- Threatening to do bodily harm or inciting others to do bodily harm to another person
- Intimidation of another person by placing him or her in fear for personal safety
- Sexual harassment: obscene or sexually suggestive remarks, gestures, or unwelcome physical or eye contact directed toward another person that results in embarrassment, discomfort, or reluctance to participate in classroom activities
- Display of offensive graphic material (containing violence, sexual content, nudity, etc.)
- Loud boisterous conduct that disrupts the classroom and prevents others from learning
- Use, distribution, or possession of beer, wine, other alcoholic beverages, controlled substances, or substances represented to be controlled substances
- Use of tobacco products or e-cigarettes on school premises

**Dress Code**

Students dress and grooming should be neat, clean, and appropriate. The school reserves the right to bar from class those students whose personal appearance is disruptive to the educational process and orderly operation of the school or presents a health or safety concern. In complying with the above, the following guidelines are provided:

- Belts must be buckled, sashes tied, and buttons buttoned, except at the neck.
- Shoelaces must be tied, buckled, or worn as the manufacturer intended.
- Clothing, buttons, signs, or adornments, that display obscene pictures or language or are related to the use or consumption of controlled substances, must not be worn.
- Sunglasses must not be worn inside school, unless they are necessary for correction of medical problems (or from light sensitivity).
- Student’s hair, including any facial hair, must be neat, clean, and well groomed.
- Tank tops, sheer blouses, or shirts that cause undue attention must be avoided.
- Clothes must fit appropriately.
- Length of skirts and shorts must be appropriate.
- Undergarments are not to be visible.

I have read the *Rights and Responsibilities of WVAdultEd Students* and agree to abide by these guidelines and the *Code of Conduct and Dress Code* contained therein.

________________________  ______________________________
Student Signature        Parent/Guardian (for 16-17 year olds)  Date

cc: Judicial Officer (court-ordered youth only)
OFFICE OF ADULT EDUCATION AND WORKFORCE DEVELOPMENT

Student Technology Acceptable Use Policy

OVERVIEW
The West Virginia Adult Education Program (WVAdultEd) provides its learners an opportunity to take responsibility for their own learning, to be actively involved in critical thinking and problem solving, to collaborate, cooperate, and to productive citizens. Learners of all ages must develop proficiency in 21st century content, technology tools, and learning skills to succeed and prosper in life, in learning, and in their career.

Technology is made available to the learners of the West Virginia Adult Education Program to support the educational goals, increase learner achievement and educator efficacy, and provide increased opportunities for lifelong learning. Therefore, we request that you review and agree to the terms of this policy before signing the agreement form.

Use of technology resources within West Virginia Adult Education Programs (WVAdultEd) are to be used for educational purposes ONLY.

USER RESPONSIBILITIES (All Learners)
As a user of technology resources by West Virginia's Adult Education Programs, each learner must read, understand and accept all of the following rules and guidelines stated in this section.

1. I understand that there is NO expectation of privacy on WVAdultEd computers/equipment, or while using the network.
2. Digital Citizenship
   a. I recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career.
   b. I will NOT use telecommunication services for personal purposes. Personal purposes include, but are not limited to, social networking, personal shopping, or participating in online gaming, gambling, and astrology, dating, downloading music/videos and auctions.
3. Digital/Network Etiquette
   a. As a Learner in the WVAdultEd program, I understand I am expected to abide by the generally accepted rules of digital/network etiquette.
   b. I will NOT use WVAdultEd technology to view, create, modify, or disseminate obscene, objectionable, violent, pornographic, or illegal material.
   c. I will not use WVAdultEd technology to send unsolicited, offensive, abusive, obscene, harassing, or other illegal communication.
   d. I will not use external instant messaging email or chat services.
4. I will not listen to the radio or watch unapproved videos via the Internet.
5. I will not alter computer settings; this includes, but is NOT limited to desktop background, screen saver, desktop icons, toolbars, printer settings, browsing history, cookies, downloading files/programs, etc.
6. All printer and copier usage is for educational purposes or with permission of a staff member.
7. I understand that I am prohibited from leaving the classroom/instructional environment with WVAdultEd technology devices.
   a. A learner must have a signed WVAdultEd Acceptable Technology Use Policy on file at their class site before s/he can access any technology.

I have read the rules and regulations above, or they have been read to me. I also understand that all technology, as the property of the local LEA and/or West Virginia Adult Education Program, is subject to random auditing for the purpose of determining unauthorized use. If the technology policy is violated, learners may be removed from class and referring agencies notified accordingly. I understand if I have any questions about what is or is not appropriate technology use, I should ask a WVAdultEd staff member prior to proceeding.

____________________________________  ______________________________________  ____________
Student Signature                  Parent/Guardian (for 16-17 year olds)    Date

Student Name (Please Print)

WVAdultEd Instructor Handbook, Section 4, 2017-2018
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Sample Student Commitment Contracts
WVADULTED STUDENT COMMITMENT CONTRACT A

I, ____________________________, with the help of my instructor, ____________________, agree to accomplish the following in my WVAdultEd class:

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

I plan to keep the following schedule:

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I further agree to attend class _________ hours per _________ (week/month) and to accomplish the class work and testing necessary to complete the goal(s) listed above. I understand that if any emergency arises that prevents me from attending class; it is my responsibility to inform the instructor.

It is also understood that it is the right of each student in the WVAdultEd class to participate in an atmosphere that is conducive to learning, and I agree it is my responsibility to help make it so.

I have also signed the Rights and Responsibilities of WVAdultEd Students and Acceptable Use Policy (Technology Use). I fully understand the content and agree to follow the guidelines and Code of Conduct contained therein.

_________________________________  __________________
Student                                Date

_________________________________  __________________  __________________
Instructor                            Date                  Date of Completion

cc: Student
   Attendance Director (for students maintaining driver’s license)
   Judicial Officer (for court-ordered participants)
This page intentionally left blank.
WVAAdultEd Student Commitment Contract B

I understand that, as a student in the WVAAdultEd program, I will...

- **Take a pre-assessment** to determine my strengths and weaknesses.
- **Complete a learning styles inventory** to determine the instructional delivery method best suited to my needs.
- **Answer questions regarding any special learning needs** that I may have.
- **Read, discuss, and sign the Rights and Responsibilities of WVAAdultEd Students** and **Acceptable Use Policy** (Technology Use) and agree to follow the guidelines contained therein.
- **Read, discuss, and sign (if applicable) the Release of Information Form.**
- **Spend no less than ______ hours per week** in class.

**I understand that I am responsible for my own success.** I will keep the following class schedule:

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</table>

**I understand that I will need to study outside of class for at the same amount of time I attend class.**

I will keep the following schedule:

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*Outside study could include working on the Internet to improve math skills, writing an essay at home for homework, working on a worksheet that the teacher has provided, or working with a volunteer outside of the class to improve a particular skill. Also, books could be checked out of the local library on various subjects and those materials could be used as part of the study period.*

- **I will notify the instructor by ______:00 if I am not able to attend class when expected.**
- **If I receive ______ unexcused absences, I will be officially withdrawn from class, and I will have to re-enroll in order to attend classes in the future. Placement within a class will be dependent upon availability.**
- **I have received a copy of the Code of Conduct to take home with me today. I understand that a violation of the Code of Conduct could result in suspension of privileges to attend class now or even in the future.**
- **I will take interim tests throughout my course of study** to determine if I am making progress toward my goal(s).
- **I will take a post-test prior to leaving the program.**
- **I will notify the program within ______ days if I can no longer attend class.**

WVAAdultEd Instructor Handbook, Section 4, 2017-2018
☐ If I can no longer attend class, I will return to the learning center to take a post-test to determine any progress I made.

I understand that, as my instructor, you will...

☐ Assist me in setting my goal(s).
☐ Provide a suitable and accessible learning environment.
☐ Provide instruction as determined by my learning styles inventory results.
☐ Provide instruction, direction, and encouragement when needed throughout my course of study.
☐ Administer interim testing to determine if I am making progress toward my goal(s).
☐ Administer a post-test at the end of my course of study to determine what goal(s) I have accomplished.

We, both the student and instructor, understand and agree to the above mentioned terms.

_________________________________________     ____________
Student Signature                     Date

_________________________________________     ____________
Instructor Signature                     Date

cc: Student
    Attendance Director (for students maintaining driver’s license)
    Judicial Officer (for court-ordered participants)
WVAdultEd Attendance Form
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### MONTHLY ATTENDANCE REPORT

**Month/Year:**

**RESA:** _____  **Grantee:** ____________________________  **Class Site Location:** ____________________________

**Class Name:** ____________________________  **AEMIS Class #:** ____________________________

#### DATES OF ATTENDANCE / ACTUAL INSTRUCTIONAL TIME:

This does not include breaks or lunch. For instructors planning and meetings are also not included. For students, homework is also not included.

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<tr>
<th>INSTRUCTOR NAME (last name, first name)</th>
<th>Total Instructional Hours</th>
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<th>STUDENT NAME (last name, first name)</th>
<th>Proxy Hrs.</th>
<th>Total Attendance (Contact Hours)</th>
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WVAdultEd Instructor Handbook, Section 4, 2017-2018  57
MONTHLY ATTENDANCE REPORT

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<th>STUDENT NAME (last name, first name)</th>
<th>Days of Attendance</th>
<th>Hours</th>
<th>Total Attendance (Contact Hours)</th>
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Confidentiality and Referral Forms
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WVADULTED PERSONNEL CONFIDENTIALITY AGREEMENT

☐ I have read Section 4 of the WVAdultEd Instructor’s Handbook and understand the procedures for handling confidential information.

☐ I understand that no confidential student information should be shared either verbally, in writing, or by electronic means (e.g., phone conversations, email, blogs, text messaging) with other students, family members of students, WVAdultEd staff members, program volunteers, or other agency personnel (e.g., DHHR, and WorkForce WV), without a signed release of information.

☐ I understand that any Release of Information form must be read aloud because many students read at a lower level and may not be able to understand the form by reading it silently themselves.

☐ I understand that obtaining spoken consent is not sufficient to allow transmittal of confidential information to anyone either in conversation or in writing.

☐ I understand and acknowledge that it is my legal and ethical responsibility to protect the privacy, confidentiality, and security of all records relating to WVAdultEd students.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms.

_________________________________________   ____/____
New Instructor's Signature               Date
**AUTHORIZATION FOR RELEASE OF STRICTLY CONFIDENTIAL INFORMATION TO LOCAL STAFF OR VOLUNTEERS**

I give my permission to release information contained in the document(s) indicated below:
Please date, initial and check [✓] the appropriate items below.

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<th>Date</th>
<th>Initials</th>
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<th>Item</th>
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<td>Payne Learning Needs Inventory</td>
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<td>Learning Needs Screening</td>
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<td>Copeland Symptom Checklist for Adult ADD</td>
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<td>Other:</td>
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<td>Other records from:</td>
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I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information can be made available to several staff people, please list their names below. Then date, initial and check [✓] the appropriate individuals. If different information is going to various individuals, make separate forms.

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials</th>
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<th>Staff Member</th>
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</table>

All of the Staff Members Listed Above

Other Individuals:

Volunteer Tutor:

This release is valid from the date of my signature until June 30, ___ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: ___________________________ Date: _________________

Signature of Parent (if necessary): ___________________________

Signature of staff person releasing the information: ___________________________
AUTHORIZATION FOR RELEASE OF INFORMATION TO EXTERNAL AGENCIES OR INDIVIDUALS

I give my permission to release information contained in the document(s) indicated below: Please date, initial and check [✓] the appropriate items below.

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<th>Date</th>
<th>Initials</th>
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<th>Item</th>
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<td>Copeland Symptom Checklist for Adult ADD</td>
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<td>Test of Adult Basic Education (TABE) scores</td>
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<td>Comprehensive Adult Student Assessment System (CASAS) scores</td>
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<td>TASC Readiness Assessment (TRA) scores</td>
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<td>Other: .</td>
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<td>Other records from:</td>
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I give permission to release the information contained in the documents indicated above to the following agencies or individuals for educational and assessment purposes:

If the same information is going to several agencies, date, initial and check [✓] the appropriate agencies below. If different information is going to several agencies, make a separate form for each agency.

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<th>Date</th>
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<td>Division of Rehabilitation Services</td>
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<td>Department of Health and Human Resources</td>
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<td>Other Agency:</td>
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<td>Other Individual(s):</td>
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</table>

This release is valid from the date of my signature until June 30, ____ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: __________________________________________ Date: __________________

Signature of Parent (if necessary): __________________________________________

Signature of staff person releasing the information: _____________________________

WVAdultEd Instructor Handbook, Section 4, 2017-2018
WVADULTED SPOKES AUTHORIZATION FOR RELEASE OF INFORMATION

For prescriptive and adaptive case management purposes, my WVAdultEd/SPOKES instructors are authorized to release and discuss information (directory, educational record, and confidential) contained in any or all of the following document(s):

- WVAdultEd Student Profile Form and Student Achievements Form
- Tests of Adult Basic Education (TABE) scores
- TASC Readiness Assessment (TRA) scores
- Any or All of the following certifications:
  - Customer Service (I and II)
  - IC3 (Internet Computing Core Certification)
  - MOS (Microsoft Office Certifications)
  - Intuit Quick Books
  - National Career Readiness Certificates (WorkKeys)
  - Adobe CS6 Certifications
    - Individual Certifications (Flash, Premier Pro, Dreamweaver, Illustrator, InDesign and/or Photoshop)
    - Adobe Specialist (Current version of specific required exams and one elective required in the specific track)
    - ACE (Adobe Certified Experts) CS-Design Master (four specific certifications)
    - ACE (Adobe Certified Experts) CS-Web Master (five specific certifications)
    - ACE (Adobe Certified Experts) CS-Video Master (five specific certifications)
- Learning Needs Screening
- Other (specify): ____________________________________________

In addition, my WVAdultEd/SPOKES instructors are authorized to release and discuss the following:

- Relevant medical and personal information (barriers including drug/alcohol use, domestic violence, etc.) shared verbally or in writing within the classroom.
- Observations and feedback regarding student participation and behavior in class.
- Other relevant educational record information (attendance, goals and achievements, test scores, etc.) not found in the documents above.

The information listed above may ONLY be shared with the individuals indicated below that are employed by the Department of Health and Human Resources (DHHR) Bureau of Children and Families.

If the same information can be made available to several staff people, list their names below. Then date, initial and check [√] the appropriate individuals. If different information goes to various individuals, make separate forms.

<table>
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<tr>
<th>Date</th>
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<th>Staff Member</th>
<th>Date</th>
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All of the Staff Members Listed Above

This release is valid from the date of my signature until June 30, ___ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: ____________________________________________ Date: ____________________

Signature of Parent (if necessary): ________________________________

Signature of staff person releasing the information: ________________________________
## STUDENT CONFIDENTIAL RECORDS LOG

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s Name</th>
<th>Signature of Persons Accessing Records</th>
<th>Reasons Records Were Accessed</th>
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SAMPLE MEDIA RELEASE FORM

This letter confirms the agreement between me and the ________________ (Local Program Name) regarding my participation in approved adult education activities in which I may be photographed, videotaped, or interviewed from time to time.

I hereby irrevocably grant to the ________________ (Local Program Name), exclusively, and for all media throughout the world (including print, home video, CD-ROM, and Internet), the right to use and incorporate (alone or together with other materials), in whole or in part, photographs or video footage, hereafter described as Property, taken of me as a result of my participation in adult education activities.

I agree that I will not bring or consent to others to bring claim or action against the ________________ (Local Program Name) on the grounds that anything contained in the Property, or in the advertising and publicity used in connection herewith, is defamatory, reflects adversely on me, violates any other right whatsoever, including, without limitation, rights of privacy and publicity. I hereby release the ________________ (Local Program Name), its directors, officers, successors and assignees from and against any and all claims, demands, actions, causes of actions, suits, costs, expenses, liabilities, and damages whatsoever that I may hereafter have against the ________________ (Local Program Name) in connection with the Property.

AGREED TO AND ACCEPTED this ______ day of __________________, 20______

Participant’s Signature: ________________________________________________

Witness’s Signature: ________________________________________________

Signature of Parent or Guardian: _________________________________________

Print name of Participant: ______________________________________________

Address of Participant: ________________________________________________

Telephone Number: ________________________________________________

E-mail Address: ________________________________________________

Program Name: ________________________________________________

WVA
dultEd Instructor Handbook, Section 4, 2017-2018
WORKFORCE WEST VIRGINIA PARTNER REFERRAL FORM

Customer Information

SSN: _______________________________  Verified Veteran: Yes _____  No _____
Name: _______________________________  Phone: ___________________________
Address: ______________________________  County of Residence: ______________
City: _________________________________  State: _________ Zip: _______________

Referral Information

WIB Region: _____  Service Location: _________  Referring Case Mgr: ___________
Referring Service Location Phone: ______________________________
Partner Agency Referred To: _____________________________________________
Referring Program:  WIA _________  TAA _________  Job Service _________
Reason for Referral: ___________________________________________________
Referral Date: __________________________

Release of Information

Complete this section for referrals to Adult Education or Rehabilitation Services

I hereby give my consent to Adult Education to provide my referring case manager with attendance information and high school equivalency assessment attainment information ____________ (place initials here)

I hereby give my consent to the Division of Rehabilitation Services to provide my referring case manager with attendance information thereby allowing my referring case manager to know that Rehabilitation Services is providing me with services. No medical or treatment information will be shared. _______ (place initials here)

I have discussed my referral with my case manager. I understand that this referral is not a guarantee that services will be provided by the agency to which I am being referred. If served by the agency to which I am referred, I agree to put forth my best effort and fully agree with this referral. This document will be placed in my participant file.

_______________________________  ________________    ______________
(Participant Signature)  (Date)

(Parent Signature if necessary)  (Date)

(Case Manager Signature)  (Date)

Instructions

The participant must hand carry a signed copy of this referral form to the agency to which referred. The signed original must be retained in the participant’s file.