



Attachment B: Student Orientation and Intake Procedures and Policies

CSD Deaf ABE has standard registration procedures in place to:

1. Establish eligibility based on level and criteria set by MDE
2. Establish goals and expectations for each student
3. Identify an appropriate program of instruction and schedule
4. Identify students who have any core NRS goals of employment, retain employment, GED/diploma or post-secondary education or training

Orientation and Intake Process

CSD Deaf ABE has elected to do managed enrollment. Orientation and intake for Metro area students are held every Thursday throughout the school year in Deaf ABE's classroom at the Minneapolis Southside Adult Education Campus. We allow orientation and intake at other appointed times due to extenuating circumstances, based on staff availability. Deaf Interpreters are available to facilitate communication if needed, depending on students' sign language skills. Spoken language interpreters via Minneapolis Southside staff, if their schedule permits.

For the satellite classrooms (Sauk Rapids and Faribault) orientation is conducted on a rolling basis, due to availability of the Coordinator to attend locations to process the necessary paperwork. CSD Deaf ABE is able to utilize testing facilities at the satellite locations in order to speed up the orientation process, with the assistance of site staff. Results are then shared with the Coordinator, and learners are placed in appropriate classes according to their level. At this time, satellite classrooms are thought of as a "one-room school house" and all students are placed in one session, depending on space availability. New students go through the registration forms with the instructor during their first session.

The intake process for **NEW STUDENTS** is as follows:

1. Before attending classes, learners must meet with the Adult Education Coordinator. During initial contact, eligibility for ABE services is determined. On intake day, eligibility is confirmed by the coordinator. Together, the learner and Coordinator discuss and fill out the following forms (in this particular order):
 - Tennessen (Attachment G1)
 - Intake Form (Attachment G2)
 - Learner Writing Sample (Attachment G3)
 - Personal Education Plan (Attachment H)
 - Learner Attendance Contract (Attachment E)
2. After completing the necessary registration forms, students then take the CASAS Appraisal test or the TABE locator, depending on background and writing sample.



3. If time permits, students will also take a pre-test based on their appraisal. Otherwise, the pre-test will be taken on their first day of class, before 12 hours of instruction, in accordance with the 12-hour pre-testing policy.
4. The Coordinator will place the students in an appropriate class, based on their test scores, signing skills, personal goals, and teacher recommendations.

The intake process for **RETURNING STUDENTS** is as follows:

1. Returning students must meet with the Adult Education Coordinator by appointment, usually during the normal intake period to discuss schedules, placement, and to update any personal information. Returning students are required to complete the following forms:
 - Personal Education Plan (Attachment H)
 - Learner Attendance Contract (Attachment E)
2. If the student has not attended for six months or more, in addition to the above step, they must also take a pre-test and the following forms must be filled out and filed:
 - Tennessee (Attachment G1)
 - Intake Form (Attachment G2)
 - Learner Writing Sample (Attachment G3)
3. The Coordinator will place the students in an appropriate class, based on their test scores, signing skills, personal goals, and teacher recommendations.

Dual Enrollment

Students who are enrolled in more than one site must complete the registration process for each location they attend. To avoid testing overlap, a testing plan will be discussed between the CSD's Adult Education Coordinator and the coordinator or manager at the other site(s). Both sites will report the same test scores. Teachers of dual-enrolled students are encouraged to continue communicating in order to better serve the students.

Post-intake Procedures

After intake, either the Adult Education Coordinator or a teacher will orient the student to the building, sign-in procedures, and any other pertinent information. The Coordinator is responsible for entering the student data into MARCS and adding the student to the class roster. The student is then able to attend CSD Deaf ABE starting with the next regularly scheduled class session which usually is the following week.

Twice a year, in December and April, teachers meet one-to-one with their students to discuss goal outcomes. Using the NRS goals and achievements listed on MARCS and the Personal Education Plans, teachers will share outcomes with the Adult Education Coordinator, who is responsible for data entry.