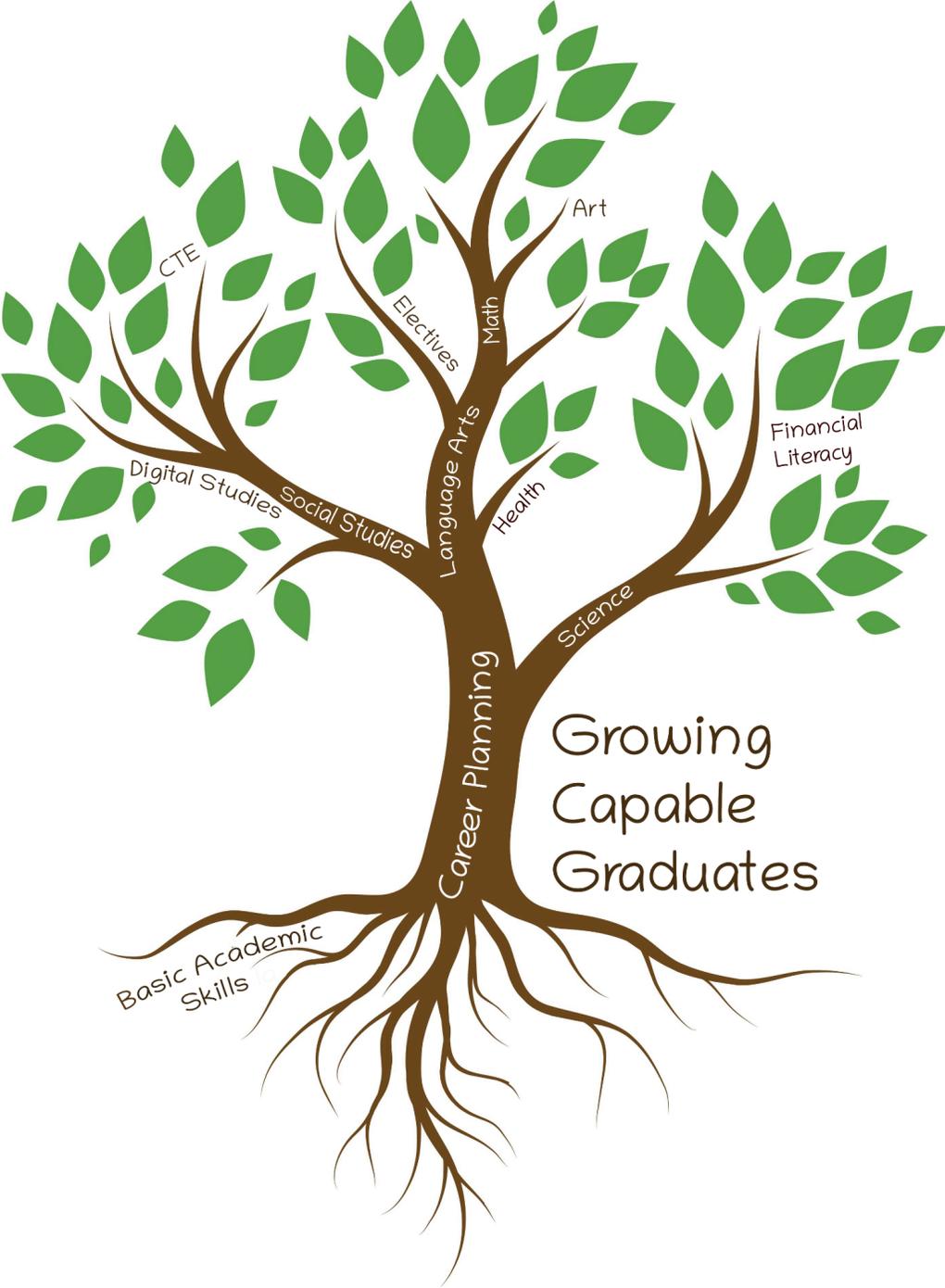


Duchesne School District

Adult Education

DRAFT



Policy Manual 2026

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A. Enrollment Procedures

1. The following is required to enroll in the program:
 - a. Completion of all paperwork
 - i. Utah Adult Education Intake Form, including SSN
 - ii. Technology Policy
 - iii. Grievance Policy
 - iv. Attendance Policy
 - v. GED Candidate and Adult Education Eligibility form for those 16-18 years of age whose class has not graduated
 - b. Proof of Address (not required for dual-enrolled high school students or incarcerated individuals)
 - i. Driver's License or other state-issued ID
 - ii. Mail received in the person's name from an established business
 - iii. Utility bill, phone bill, or work order
 - iv. Employer's pay stub
 - v. Utah high school/college transcript or report card
 - vi. Tribal correspondence
 - vii. Current year automobile registration

- viii. Or other forms of ID listed in the state adult education policy manual.
 - c. Payment of Fees
 - d. Completed CASAS Comprehensive Adult Student Assessment Systems (CASAS) Pre-Test
2. High school-aged students (18 and younger or whose class has not yet graduated) will be required to bring a parent/guardian with them to enroll in adult education.
3. Students who do not live in Duchesne or Uintah Counties will be referred to other programs. The in-person testing requirements of the program make it difficult for a student to be successful while living in another area of the state.
4. A student is not considered fully enrolled and engaged with the program until all paperwork is complete, payment is arranged, CASAS testing is done, the orientation course is finished, and 12 hours are worked in the classroom. No verification of enrollment will be provided if any of these are missing.

B. Dual-Enrollment Students

1. Dual-enrollment students are earning credits through Adult Ed while still taking at least one class at their high school (including UBTech).
2. In most cases, the goal of dual enrollment is graduation through adult education while benefitting from taking core classes in a regular classroom setting.
3. Dual enrollment students will not receive elective credit for the class periods they are enrolled in adult education.
4. Dual enrollment students will still need to take CASAS tests and will be entered into Utah Adult Education Information System (UASIS).
5. Dual enrollment students are expected to attend at the Adult Education Building (or equivalent) during the times shown on their schedules.
6. Students will remain enrolled at their boundary high school while they complete the enrollment process. Once they have completed all requirements, including the orientation and completion of 12 hours, their enrollment will be changed to Adult Education.

C. Parent Involvement

1. High School Aged Students (16-17 year olds):

- a. Students are encouraged to take initiative in making decisions about their education.
- b. Parents will be involved in the registration process.
- c. Parents will be contacted when their child stops working.

2. Adult Students:

- a. An adult student may sign a waiver allowing the release of information to parents. With this release, adult education staff may discuss a student's credits and progress with the parent.
- b. The student may allow the program to contact the parent(s) via the release waiver.
- c. The student is responsible for resolving any conflict with the program. Even if the student has signed a release waiver, the parent has no personal grievance rights. Verbal abuse and threatening of staff members by parents will not be tolerated.

D. Attendance Policy

1. "Attendance" refers to classwork that may be done in a classroom or in a remote setting.
2. Full-time adult education students of high school age:
 - a. are required to work on their classes at least 15 hours per week.
 - b. are required to attend school in the building for at least 6 hours per week, as arranged between the student, parents, and program staff.
3. Adult students should work on their classes at least 6 hours per week and come into the building at least once every two weeks, as arranged between the student and program staff.

E. Student Inactivity

1. Student Tracking

- a. The teacher will generate a [report](#) once a week showing the last date that students have logged in to Canvas and/or Edgenuity.
- b. Students who have not logged in within the last 10 days will be flagged.
- c. A staff member will attempt contact via email, phone, text, or Messenger. These contacts, or attempted contacts, will be logged in the "Adult Ed Contact Log".

2. Archiving Student Accounts

- a. High school students will be dropped (classes archived) after 10 school days of inactivity (14 calendar days).
 - i. Staff members will make two previous contact attempts.

- ii. Canvas and/or Edgenuity accounts will be inactivated.
- iii. The student will be separated from UASIS after 30 days of inactivity.
- iv. The student and a parent/guardian will need to meet with the director and sign a contract in order to maintain their enrollment.
- b. Adult students will be dropped after 30 calendar days of inactivity.
 - i. Staff members will make two previous contact attempts.
 - ii. Canvas and/or Edgenuity accounts will be inactivated.
 - iii. The student will be separated from UASIS after 45 days of inactivity.
 - iv. Students may need to come to the building to work before their classes will be restored.

3. Failure to retest in CASAS

- a. Students may have their Edgenuity and/or Canvas accounts archived if they do not come in to retest in CASAS as requested.
- b. Staff members will make two contact attempts before classes are archived.

F. National Reporting System (NRS) Assessment

1. CASAS Policies:

- a. Upon entering the program, students will take the CASAS test (Reading GOALS and Math GOALS, or in the future, the updated NRS approved test battery).
- b. If a student was previously enrolled in an adult education program but had 90 days or more of inactivity, the student will need to be pre-tested again.
- c. In limited circumstances, the teacher may mark a provisional Educational Functioning Level (EFL) in UASIS for a student who tested in a previous period of participation. Students should then be retested as soon as possible.
- d. Students will re-test in their lowest area after completing at least 50 hours of work.
 - i. Retesting may be delayed if the teacher determines that additional coursework would be beneficial.
 - ii. If a student will be leaving the program soon, they may be tested after as few as 40 hours.
 - iii. If a student scores Adult Basic Education (ABE) 6 in all areas, they don't have to test again in that school year.
- e. If a student scores an ABE 1 or ABE 2 in any area, they cannot take credit-bearing classes in the subject area. (Reading: language arts; Math:

- math) The student will need to work on a non-credit-bearing class for 50 hours IN CLASS and retake the test(s) they scored low in.
- i. If a student struggles to complete remediation in their lowest area, they could be allowed to work on a class in a different subject area for a while before coming back to their remediation.
- f. The program should aim to have 60% of students (who have worked a minimum 12 hours in the program) post-tested in at least one area by the end of the fiscal year.

2. CASAS Management

- a. All CASAS tests will be administered online using the purchased Web Test Units.
- b. New Web Test Units will be ordered anytime the number available is less than 200. Enough units should be ordered to get quantity pricing.
- c. The teacher will utilize TOPS Pro Enterprise (TE Pro) software to access student reports and add proctors.
- d. The teacher will install new testing sessions at the beginning of each fiscal year.

3. Proctor Requirements

- a. All staff members proctoring the CASAS must take the required proctor training at casas.org every two years.
- b. All staff members must take the NRS Training, provided by the state, annually.

G. Data Management

1. UASIS

- a. All staff members will be provided with a UASIS account.
- b. Both active and inactive student files will be kept in **locking** filing cabinets.
- c. Adult education programs must use the student's name as listed on government documents in UASIS and on official documents.
- d. Student information should be entered into UASIS at least every 14 days. Student information includes:
 - Demographics,
 - Testing, and

- Attendance.

2. Entering attendance hours

- a. The student check-in on UASIS will be utilized to enter time worked in the building.
- b. Hours worked at home on Edgenuity will be entered at least every 14 days.
- c. Hours worked at home on Canvas courses will be entered upon completion of the course.
- d. Hours from Essential Education will be printed and entered twice a month.

3. Student Status Report

- a. The student status report is a shared Google Spreadsheet that provides a quick reference of our students' progress and status.
- b. All staff members will work together to keep the student status report current.
- c. The status report contains:
 - Age range (high school age vs. +18 adult)
 - Number of credits needed to finish
 - Payment status and proof of address
 - Enrollment status in UASIS, Edgenuity, Canvas & Essential Education
 - Credits entered in UASIS
 - Location
 - IEP/504 status
 - EFLs and level gain status for year
 - CASAS login
 - Status of state civics test
 - GED test sections completed

4. Current & Inactive Student Records

- a. The program will retain the following records for current and inactive students:
 - Assessment protocols (for a minimum of 3 years)
 - Copies of all grades and transcripts from other agencies
 - Documentation of awarded and earned credit
 - Proof of Utah residency
 - Intake form (for at least three years)
 - Copy of the GED Candidate and Adult Education Eligibility Form for out-of-school youth ages 16-18
 - Copy of the most recent special education IEP if the student is under 22

- Outside psychological, psychiatrist, or medical documentation used in determining educational programming accommodations, and
 - Record of accommodations provided.
- b. These records will be kept as paper files.

5. Graduated Students Records

- a. Within the three years after the end of the program year in which they were created, all of the above will be retained.
- b. After three years:
- Record of cumulative transcript of earned and awarded credits, including graduation date
 - Copies of releases of information requesting or releasing student records
 - These files will be scanned and placed into a shared Google Drive.

H. Academic Integrity

1. Students will be considered to be cheating if they look up answers to pre-tests, quizzes, unit tests, or cumulative exams.
2. Passing an unusually high number of pretests, and especially doing each in just a few minutes, may be considered evidence of cheating.
3. A student suspected of cheating on Edgenuity pretests may be required to take topic/unit tests in the classroom.
4. Students who are considered to have cheated will have to repeat the lessons. They will also have all further pretests removed.
5. Using plagiarized materials or artificial intelligence for writing assignments is also considered cheating. These submitted assignments will also need to be redone.

I. Orientation/Transition Academy

1. Orientation Course

- a. Students will complete an online orientation course, named *Learning Strategies*, via Canvas. This online orientation should be completed in the classroom so that staff members can assist with any problems.
- b. Students must complete the orientation before they receive other coursework.

- c. A student who completes the entire course with excellent performance may be awarded .125 credits of electives. If no credit is needed, the course hours only will be entered into UASIS.
- d. **The orientation should be completed within two weeks.**
- e. Course content will include:
 - Program expectations, including academic integrity
 - Tips for navigating Canvas, including helpful browser extensions
 - Motivational material and goal setting
 - A survey assessing possible opportunities for competency-based learning
 - A brief introduction to study skills
 - Career exploration, using YouScience

2. Exit Course

- a. **Just before graduating, students will also complete a short Canvas course called *Transition Academy*.**
- b. Students may earn 0.125 credits for completing the course.
- c. Course content will include:
 - Soft skills
 - Resume writing
 - Interview preparation
 - Planning for post-secondary education

J. Transition Services

1. We partner with the Division of Workforce Services (DWS) and Vocational Rehabilitation (VR) by:

- a. Meeting with their personnel to update them on our program offerings
- b. Referring students to their programs
- c. Accessing the referral portal to accept referrals made by DWS
- d. Communicating with DWS/VR counselors about progress made by students
- e. Connecting district teachers and aides who are potential tutors with DWS/VR

2. We partner with Uintah Basic Technical College (UBTech) by:

- a. Meeting with their administration to discuss mutually beneficial strategies for engaging students

- b. Referring our students to their Titan Support Center
- c. Facilitating enrollment in UBTech programs for 16-18-year-old students, given the following:
 - Students have worked at least 50 hours in our program, and have done any necessary CASAS retesting
 - Students should have at least an EFL of ABE 5 in both areas
 - Students will follow the process of enrolling as home-school students in UBTech
- d. Communicating with the completion advisor about our common students and how we can help them be successful

K. Course Delivery & Grading

1. Current Courses

- a. Students will be limited to a maximum of 2-3 courses simultaneously. This allows students to focus their efforts rather than jumping repeatedly between classes.

2. Grading Scale

- a. Virtually all adult education programs in the state use a traditional grading scale. Due to the high student-to-teacher ratio in our program, we have chosen to keep this scale
- b. The following will be used to calculate letter grades to be entered into UASIS:

■ A 94-100%	■ C 74-76.9%
■ A- 90-93.9%	■ C- 70-73.9%
■ B+ 87-89.9%	■ D+ 67-69.9%
■ B 84-86.9%	■ D 64- 66.9%
■ B- 80-83.9%	■ D- 60-63.9%
■ C+ 77-79.9%	■ F Below 60%

3. Course Testing

- a. All cumulative exams will be taken in the classroom.
- b. High school-aged students must also take all unit/topic tests in the classroom. Before a test is unlocked, HS students must also show the proctor that they have taken notes on the course.

- c. Up to two “checks” will be given only to adult students taking a unit test or cumulative exam. They are given the numbers to the problems that are wrong so they can review their answers.
- d. No more than two cumulative exams can be accrued at one time. If a student has two cumulative exams to take, they must take one before another class is added to their account.

Adult education programs must ensure that, at the completion of each instructional unit, distance learning students complete an appropriate unit culminating exam proctored by an adult educator. (From state policy)

4. Edgenuity:

- a. Each Edgenuity course is delivered as a quarter credit. This best serves students who still need part of a full-year course and allows students to feel like they are progressing more rapidly. (There are a few exceptions to this, including some elective credits such as Art Foundations or Art History. If needed, the teacher can further customize these to be a quarter credit.)
- b. All Edgenuity courses are set to a minimum passing grade of 60%. This ensures that students have a passing grade when they have completed the course.
- c. **Students must complete 100% of a course to receive credit.**
- d. Most Edgenuity courses include pre-tests, which allow **adult** students with significant prior knowledge to move more quickly through a course. Pre-tests require a minimum score of 70% to pass.
 - Language Arts courses do not include pre-tests. This is because without having read the literature included in a lesson, the likelihood of passing is low.
 - Pretesting time is limited to reduce the chance of cheating. It may be as short as 2 minutes for some classes.
 - Mature students may be given extended pretesting time, especially on math tests.
 - A student who shows evidence of cheating on pretests will no longer be privileged to have them in their current and future classes.
- e. Each activity has **3** attempts. When students have used all 3 attempts, they must request more retakes. At this point they should get some help from the teacher or an aide. If the teacher/aide believes the student would benefit from reviewing the lesson, they can reset the lesson to the beginning so that the student may re-learn all the material.

- f. The final calculated grade at the end of a course is used to determine the course grade.
 - Grades will be weighted so that 5% of the course grade comes from assignments, 5% from quizzes, 40% from unit/topic tests, and 50% from cumulative exams.
- g. Plagiarism will not be tolerated. Writing assignments containing plagiarism must be redone. No classes will be completed until the writing assignments are rewritten at a high-quality level.

5. Canvas Courses:

- a. Canvas courses have been written specifically for the needs of adult students. They contain updated and relevant subject matter while still following state standards. If a Canvas course is available, the student will be required to complete the course on Canvas rather than on Edgenuity. The exception to this is at the County Jail.
- b. Hybrid courses are delivered through Canvas but contain some lessons from Edgenuity.
- c. Students must complete 100% of a Canvas course to obtain credit. They must also demonstrate proficiency on all standards. Requirements set throughout the course will compel students to resubmit poor work.

L. Graduation Policy

1. To receive a diploma from Duchesne School District Adult Education, a student must:
 - a. Complete the orientation **and exit courses**, and
 - b. Complete at least one other quarter credit course, and
 - c. Have worked for a minimum of 12 hours in the program.
2. The school district will schedule the graduation date.
3. Students who graduate from the adult education program will only be allowed to walk from the program, not from their previous high school.
4. Students participating in graduation ceremonies must have completed all their credits.
5. Students will wear the district-purchased caps and gowns to walk, free of charge.
 - a. If a student wishes to decorate their cap, they can be given the information on where to purchase one individually. Otherwise, the caps may not be decorated.
 - b. Students will return the cap and gown to the Adult Education Program before receiving their diplomas. The students will keep their own tassels.

6. There will be no limit on the number of guests for each graduate. However, the guests are encouraged to dress nicely and behave respectfully. The guests should not wear hats.
7. A student who has not paid their fees or returned borrowed property to the program will not be allowed to participate in the graduation ceremony or receive a diploma.
8. GED completers may also participate in graduation ceremonies. Because we do not have access to their official GED transcripts, the school district cannot provide an official certificate. We may provide a certificate for the graduation ceremony, but it will not be valid as proof of GED completion.

M. Fees

1. Fee Amounts:

- a. A \$100 fee will be required for registration for all students (not including dual-enrollment) who are seeking a diploma or a GED.
- b. Fees will be payable by cash, check or money order to Duchesne School District.
- c. Students who are only seeking academic remediation will be required to pay \$50.
- d. **Per our agreement with the Ute Indian Tribe Education Department, students registering in Fort Duchesne will not be required to pay a fee.**

2. Inability to Pay Fees:

- a. Students who are unable to pay should be referred to the Division of Workforce Services (DWS).
- b. Students who don't qualify for DWS services may complete a fee waiver form.
 - i. Those students who have been enrolled in a district high school for the current school year may use previously submitted verification for fee waivers.
 - ii. Other students will need to submit the fee waiver form along with proof of income.

3. Repayment of Fees:

- a. Students will only be required to pay the \$100 fee once during a school year. Under the summer enrollment policy, a student's fees may carry over to the following year.

- b. Summer Enrollment Policy: A student who works consistently throughout the summer will not need to pay again the next fall. A consistent worker is defined as follows:
 - i. A high-school-aged student who works at least 60 hours a month (19 hours a week on average) for the three months of summer. This includes dual-enrollment students
 - ii. An adult 18+ who works at least 24 hours a month for the three summer months.

4. Fee Refunds:

- a. A refund of fees paid will be provided under the following circumstances:
 - i. A student decides not to attend the program and has not taken the CASAS test.
 - ii. A student has a medical condition that prevents them from continuing in the program. (But only within the first two weeks of starting).
 - iii. The program cancels classes.
 - iv. After going through each step of the grievance policy, the student is unable to resolve a complaint.
- b. A student requesting a refund will fill out the [request for refund form](#).
- c. The district office will issue refunds via check.

5. Other Provisions:

- a. While efforts will be made to provide necessary supplies for students in the classroom, circumstances may require students to pay for a few needed supplies themselves. For example, while art class supplies will be provided in the classroom, these may not be available for check-out. Students who want to work at home may need to purchase their own supplies.
- b. If a student checks out classroom supplies (textbooks, novels, art equipment, etc.), these must be returned before a diploma is awarded.

N. Distance Learning

- 1. Recognizing the importance of flexibility for the adult learning population, we allow distance learning under the following parameters:
 - a. Students must complete the orientation course on Canvas in the classroom before beginning to work from home.
 - b. Students with ABE 1 or 2 EFLs should work in the classroom.

- c. Full-time high school-age students should follow a regular schedule of working in the building for 6 hours each week, as arranged between the student, parents, and program staff.
 - d. Adult students will come into the classroom at least once every two weeks, as arranged between the student and program staff.
2. Program staff will make regular attempts to contact students who are working from home.
 3. Students with Health Problems (Physical or Emotional)
 - a. If a student has a health condition that makes it difficult for them to be in the classroom, accommodations may be made to allow them to continue to work.
 - b. The student will still need to complete CASAS tests and take their cumulative exams in the classroom.

O. Credit Policies:

1. Required Credits

All graduation requirements are set by the state in the "[Courses Meeting Criteria Graduation Requirements](#)" list.

Subject	Credits
English	
English 9	1
English 10	1
English 11	1
English 12 or Language Arts 12 Alternative	1
Math	
Math 1	1
Math 2	1
Math 3, or Math 3 Alternative	1
Science	
Physical Science (Earth Systems or Chemistry)	1
Biology	1
3rd Year Science Elective	1
Social Studies	
Geography	.5
World Civilizations	.5
US History	1
US Government*	.5
Social Studies Elective	.5
Fine Arts (Visual Art, Music, Theater, Dance, Digital Arts)	1.5

Business Office Systems (or one of 5 other possible courses)	.5
Physical Education	
Fitness for Life	.50
Physical Education/Health Electives	1.5
Health II	.50
Career & Technical Education	1
Financial Literacy	.5
Electives	5.5
Total Credits Needed	24

*Beginning in July 2028, an extra .50 credits of civics will also be required, and the elective requirement will decrease by .50

2. Transcribing Credits

- a. The teacher is responsible for ensuring that credits are transcribed and applied appropriately toward graduation requirements.
- b. We accept all transcribed credits from accredited educational institutions.
- c. Students cannot be awarded for taking more than one year of a required course. For example, a student with 1.50 credits of LA 9 would be given 1 year of Language Arts credit and .50 of elective credit.
- d. No credit is awarded for coursework below grade 9.
- e. No credit is given for passing sections of the GED.

3. Specific Credit Policies

- a. Current graduation requirements will be applied to math credits. Courses that may have fulfilled math credits in the past, such as “Applied Math” will usually need to be transcribed as elective credit. Algebra or Geometry classes may replace Math 1 or 2 if they are transcribed prior to 2015, or were taken in another state.
- b. Geography should be Geography for Life, rather than Geography 2. Geography 2 is suitable for a social studies elective credit.
- c. Interior Design, Clothing, Construction, Creative Writing, Woodworking, Furniture Design & Manufacturing, Floriculture, and Humanities can also be used toward art credit.
- d. While Computer Technology can be used for digital studies if transcribed before May 2019, most students will need to take Business Office Specialist in order to have updated computer skills.
- e. Due to the difficulty of getting traditional PE credits, the following can be used for “Healthy Lifestyles” elective credits (does not replace the required Fitness for Life or Health II courses):

- Hours spent doing supervised physical activities can also be used toward credit (20 hours of physical activities, signed off by a supervisor, and accompanied by a one-page paper (as explained in “Application for Physical Education Credit”).
- A project in which a fitness tracker is used to assess current habits and then track a student’s progress on self-chosen goals

P. Other Credit Alternatives:

1. Competency-Based Learning

- a. Recognizing that adult students often have a wealth of previous knowledge and learning experiences, an effort will be made to award credit for these.
- b. Each student will complete a survey as part of the orientation course, called “What Previous Knowledge/Skills Do I Have?”, to collect information that may be used to provide opportunities for students to demonstrate competency.
- c. A student with significant experience or skills will be enrolled in the “Demonstrated Competencies” Canvas course. The teacher will direct them to which sections they are eligible to complete.
- d. As of March 2024, the following competencies are available:
 - Business Office Specialist Qtrs 1 & 2
 - Food Handler’s Permit- CTE, PE elective, or elective credit
 - First Aid Certification- CTE, PE elective, or elective credit
 - Art
 - Miscellaneous CTE Skills- CTE or elective credit
 - Practical Writing- for LA 12 credit
 - Financial Literacy (restricted to older adults as determined by the teacher)
- e. The demonstrated competencies need to be completed in the classroom. Tasks must be completed to at least an 80% level to receive credit. Documentation will be saved in the student’s file, and the credit will be entered in UASIS with a notation of “demonstrated competency.”

2. Testing Out:

- a. Students who have tested at ABE 5 or 6 in both CASAS subjects (in either a post-test or pre-test) have the opportunity to test out of select classes.

- b. The test-out exams will be taken per quarter credit. We use the “exam-only” version of courses on Edgenuity or a test compiled by the teacher on Canvas. If they score 80% or above on this test, they will be awarded 0.25 credit.
- c. Only one attempt will be given. The test must be taken in the classroom on a computer with LANSchool and a restricted browser.
- d. Study guides are available on our website to help students prepare for the tests. Students will not Google any answers in another window on the computer or on their phone. Students will also not get a “check” before they submit the exam.
- e. The following courses are eligible for this opportunity:
 - Math Courses
 - Earth Science
 - Biology
 - Chemistry
 - Physics
 - Environmental Science
 - Geography
 - Modern World History
 - US History
 - US Government
 - Psychology
 - Sociology
 - Economics
 - Fitness for Life
 - Health
 - Introduction to Communications & Speech

3. Work-Hours:

- a. Students may earn elective or CTE credit by submitting work hours. 180 hours of work is equal to 1 credit (45 hours = 1 quarter credit). Pay stubs showing hours worked are required for documentation. A maximum of 4 credits can be awarded for work hours. The hours should be accrued during the time the student is enrolled in the program.
- b. A dual-enrolled high school student may not earn credit for work hours that would then be transferred back to their high school to graduate from that school. Only a dual-enrolled student who will be graduating from adult education will have the ability to earn these credits.

4. Certifications:

- a. Job-related training (First-aid, haz-mat, etc.) may also be used toward credit. 180 hours of training equals 1 credit (45 hours = 1 quarter credit). Hours earned prior to entering the adult education program can be used, provided adequate documentation is provided.

Q. Special Education

1. IEPs:

- a. The file holder will be the special education teacher from Basin Online School. The director and adult education teacher will attend IEP meetings.
- b. If a high school-aged student is dual-enrolled with a district school, a teacher from that school will be the file holder.

2. 504s:

- a. Students who are 22+ may be provided with a 504 plan. This will be under the direction of the program director.
- b. If a student self-discloses that he/she has an IEP or a Section 504 accommodation plan but cannot provide the requested documentation, accommodations should be made in good faith to ensure the student benefits from the educational experience.

3. Modified Courses:

- a. Modified courses may be available to those students who have an IEP or 504 plan who are under age 22.
- b. “Basic” classes in Edgenuity will not include a cumulative exam. These courses may also be written at a lower grade level.
- c. “Basic” classes on Canvas will have some of the more advanced reading/math assignments removed.
- d. Other courses can be modified on an individual basis as the teacher deems necessary.

4. Accommodations

- a. Students with limited vision will be provided with an extra-large external computer monitor.
- b. Students will be given information in the orientation about a text-to-speech extension, as well as a screen-splitter that can make it easier for students to work with multiple windows in Canvas.
- c. Where possible, audio versions of books will be available for language arts classes.
- d. A student who struggles with writing may be allowed to report orally on what they have learned.

R. GED Preparation

1. GED Candidates:

- a. Ideally have EFLs of ABE 5 & 6 in both areas of CASAS.
- b. Have a large number of credits remaining for earning a credit diploma, or
- c. The student has been enrolled in Adult Education for multiple periods of participation and has been unable to make significant progress toward a credit diploma.
- d. The choice of whether to choose a GED or a credit diploma will always be left to the student.

2. Pathway to GED Preparation

- a. All students pursuing the GED will still need to complete the orientation course.
- b. Students are encouraged to begin preparing for their easiest test subject. They should take one or two sections of the GED after this preparation in order to build momentum to finish the more difficult sections.
- c. Essential Education GED Academy:
 - i. A student with high CASAS scores and a strong background in tested subjects may immediately enroll in Essential Education after finishing the orientation, depending on seat license availability.
 - ii. Essential Education will automatically archive students after 30 days of inactivity.
 1. If all seat licenses are currently occupied, they may need to wait for a space to open.
 2. A student who has been studying for a significant amount of time may be required to schedule and take at least one section of the test (depending on readiness) before being added back to the program.
- d. Students with lower CASAS scores and/or limited background in tested subjects will take a longer path to preparation, which can include the following:
 - i. Canvas Business Office Specialist (to increase computer literacy)
 - ii. Canvas Financial Literacy (for needed financial knowledge and math remediation)
 - iii. Canvas US Government (for the Social Studies GED section, which includes significant civics content)

- iv. Remedial math courses on Edgenuity
- v. Remedial language arts courses on Edgenuity
- vi. GED Science course on Edgenuity

3. Other GED Information

- a. Students should be aware that passing all four sections of the GED will make them ineligible to complete a credit diploma later.
- b. Passing one or more test sections cannot be converted into credits to be applied toward a credit diploma.
- c. Based on the limited accommodations available for the GED, students with a significant learning disorder are unlikely to pass the test.
- d. We are unable to proctor the GED in our program. Students need to take the test at Ashley Valley Education Center in Vernal.
- e. We are unable to pay for any testing fees. Students with limited funds are encouraged to utilize the Department of Workforce Services.

T. Staff Policies

1. Staff members will follow all the policies set forth by the Duchesne County School District school board.
2. All staff members should be evaluated annually.
3. Safety Procedures: The staff members should follow all district policies.
4. All staff members are expected to attend all staff meetings.
5. Staff members should avoid using personal electronic devices and computers for personal reasons as much as possible while at work.
6. Staff members should dress in a professional manner.
7. Staff members should not use profanity or vulgar language in the presence of students. They should also not discuss previous use of illegal substances in the presence of students.
8. Family and friends of staff members should not visit for extended periods while the staff member is working.
9. All staff members should contribute to maintaining a clean, orderly environment.
10. All applicants will undergo a background check.
11. Those who have been screened by a screening committee (administration) will be interviewed by at least two staff members, including the director.
12. Employees who are exhibiting symptoms of illness should stay home when possible. In limited situations, employees may be able to work short-term from home.

U. Division of Labor

Position	Responsibilities
Director	<ul style="list-style-type: none"> ● Submit annual plans to state. ● Create, implement, and monitor adult education budgets ● Hire staff ● Communicate with the jail commander ● Handle major behavior problems ● Meet with students who are not meeting program expectations. ● Approve enrollment of high school students ● Meet with a state specialist for monthly desk-monitoring appointments ● Attend state directors' meeting ● Evaluate personnel ● Manage 504 plans for students with special needs
Teacher	<ul style="list-style-type: none"> ● New Students: <ul style="list-style-type: none"> ○ Meet with parents and/or students to explain program requirements and credits needed to graduate ○ Do the initial credit worksheet ○ Write a list of classes needed ○ Review the transcript on UASIS after the facilitator has entered it ○ Identify opportunities for demonstrated competencies and communicate these to students ● Curriculum: <ul style="list-style-type: none"> ○ Review curriculum ○ Adjust and update Edgenuity courses as needed ○ Write, maintain, and update Canvas courses ○ Create modified versions of courses for the jail and students with IEPs ○ Compile study guides for testing out of courses ● Canvas: <ul style="list-style-type: none"> ○ Grade assignments in Canvas ○ Print grade sheets from Canvas ● CASAS: <ul style="list-style-type: none"> ○ Manage TOPS Pro software to add proctors ○ Set up new testing sessions each fiscal year. ○ Ensure that all testing stations are set up correctly ○ Print CASAS reports from TOPSpro ○ Discuss scores with students ○ Tutor students in preparation for CASAS retesting ○ Order web-test units as needed

	<ul style="list-style-type: none"> ● Outreach <ul style="list-style-type: none"> ○ Meet with high school counselors to identify potential students. ○ Update the district web page. ○ Referrals to DWS/VR and communicate with counselors ○ Make referrals to parole/probation officers and judge of potential students ○ Attend district transition team meetings ● GED Prep <ul style="list-style-type: none"> ○ Add students to Essential Education ○ Monitor student progress ○ Grade essay submissions ○ Assign other classes as needed to students preparing for GED ○ Access GED Manager to clear holds preventing students from registering for the GED ● Other <ul style="list-style-type: none"> ○ Generate reports in UASIS to check program status ○ Make agenda for weekly PLCs and conduct meetings ○ Write verification letters for students as requested ○ Attend state-sponsored conferences ○ Participate in state-level PLCs ○ Update policy manual (with the assistance of the director)
<p>Site Facilitators</p>	<ul style="list-style-type: none"> ● UASIS: <ul style="list-style-type: none"> ○ Start accounts for new students ○ Attendance ○ Enter transcripts ○ Enter civics test ○ Approvals ○ Enter new credits earned ○ Enter outcomes ○ Enter credits for work hours ● CASAS testing <ul style="list-style-type: none"> ○ Proctor tests ○ Enter test scores ● Edgenuity <ul style="list-style-type: none"> ○ Complete courses ○ Print grade reports ● Other <ul style="list-style-type: none"> ○ Update Facebook page and respond to messages (Roosevelt only) ○ Create registration packets ○ Handle transcript requests to and from our program ○ Print diplomas and transcripts ○ Update district inventory yearly

Both Teacher and Facilitators	<ul style="list-style-type: none"> ● Update “Last date worked” spreadsheet on a weekly basis ● Call current students who are not progressing ● Contact past/potential students ● Log all contacts ● Archive inactive students in UASIS, Edgenuity, and Canvas ● Enroll students in Canvas courses ● Assign courses in Edgenuity ● Unlock exams and give retakes in Edgenuity ● Proctor the civics test on Canvas ● Add students to YouScience as part of orientation ● Enter attendance for dual enrollment students
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V. Safety and Security of Staff & Students

1. Standard Response Protocol

- a. The staff and students will follow the Standard Response Protocol as established by the USBE in fall 2023.

2. Safety Drills

- a. Regular drills will be conducted throughout the year in accordance with state and district guidelines. These are scheduled and conducted alongside Basin Online.

3. Conduct Leading to Removal from Campus: Temporary

- a. Students may be removed from working on campus (for up to 90 days calendar days and require a safety plan) if they commit a serious violation that affects another student, a staff member, or occurs:
 - i. In a school building
 - ii. On school property
 - iii. During any school-sponsored activity
- b. These serious violations include:
 - i. Drugs and Illegal Substances – Using, selling, delivering, distributing, or possessing drugs, controlled substances, fake drugs, or drug paraphernalia as defined by Utah law.
 - ii. Threats – Threatening to use force in a way that would be considered a felony or Class A misdemeanor.

- c. These students will be allowed to continue working from home. They will need to arrange to do testing during evening hours.

4. Possible Removal for up to 1 year

- a. Students may be removed from campus for up to 1 year if student is not incarcerated (a meeting is required with Adult Education Director and Law Enforcement to create a Safety Plan before return to campus is considered) if they commit any of the following serious violations:
 - i. Weapons or Dangerous Items – Bringing, possessing, or using a real weapon, explosive, or flammable device.
 - ii. Fake Weapons with Intent to Threaten – Using or threatening to use a look-alike or pretend weapon to scare someone or disrupt school activities.
 - iii. Violence- Using force in a way that is considered a felony or Class A misdemeanor.

5. Limited Campus Access (Convicted Sex Offenders on School Property)

- a. Statement of Purpose: *The Duchesne County School District Board of Education is authorized by Utah law to own and operate the property, to make and enforce rules for the control and management of the District schools, and to "do all other things necessary for the maintenance, prosperity, and success of the schools." Although District property is publicly owned, District schools are not simply open to the public. The Board is able to regulate public access to schools and school property. The Utah Criminal Code defines certain sexual offenses against children, and the Utah Code of Criminal Procedure requires the Utah Department of Corrections to develop, operate, and maintain a registry of persons who have been convicted of those offenses. The Duchesne County School District Board of Education finds that conviction of a sexual offense against a child is incompatible with access to school property and school children, regardless of whether sentences have been served or probations have ended. The purpose of this policy is to regulate the access of persons who have been convicted of sexual offenses against children to school property and school children.*
- b. Any student that is found to be on the sex offender registry will be supervised while on campus and have limited campus access for only the following necessary requirements:
 - i. Registration

- ii. CASAS pre and post-testing
 - iii. Cumulative Testing
- c. All coursework will be completed remotely. Remote tutoring may be arranged through an online format such as Zoom or Google Meet as per teacher's schedule.