

Interviewer \_\_\_\_\_

# St. Bernard Adult Education Center

Intake Date \_\_\_\_\_

SO Check \_\_\_\_\_

Registration Fee Pd \_\_\_\_\_

Name: \_\_\_\_\_

(Last)

(First)

(Middle)

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Cell Number: \_\_\_\_\_ Work Number: \_\_\_\_\_

Social Security Number: \_\_\_\_\_ Birth date: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: M / F

Single \_\_\_ Married \_\_\_ Divorced \_\_\_ Widowed \_\_\_ No. of Children \_\_\_ Ages: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_ Relationship to you: \_\_\_\_\_ Phone# \_\_\_\_\_

Last School Attended: \_\_\_\_\_ City and State: \_\_\_\_\_ Date you left school \_\_\_\_\_

Last Grade Completed: \_\_\_ Reason for leaving school: Expelled? \_\_\_ Withdrew? \_\_\_ Why? \_\_\_\_\_

Have you previously been in Adult Education? No \_\_\_ Yes \_\_\_ Date last attended: \_\_\_\_\_ Location: \_\_\_\_\_

Do you have access to the Internet? Yes \_\_\_ No \_\_\_ Email address: \_\_\_\_\_ @ \_\_\_\_\_

Employment: Full Time \_\_\_ Part Time \_\_\_ Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Unemployed \_\_\_ Looking for a job \_\_\_ Not looking for a job \_\_\_ Unavailable for work \_\_\_ Retired \_\_\_

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Print Name*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent/Guardian Signature (if student is under 18)*

\_\_\_\_\_  
*Print Name*

\_\_\_\_\_  
*Date*

\_\_\_\_\_ *I have received a copy of all of the following documents: St. Bernard Parish Adult Education Official (Initial) Handbook; Adult Education program description; FERPA Privacy Law; Self-Disclosure form; Classroom Rules and Regulations; Resource Services, Phone Numbers and Hurricane Evacuation Information*

## Attendance Schedule

Daily Classes: Monday B Friday: \_\_\_ 8-11 am \_\_\_ 11am-1:30 pm \_\_\_ 1-3 pm

Evening Classes: Monday, Tuesday, Wednesday \_\_\_ 3-5 pm \_\_\_ 5-8 pm

*Daily attendance is expected. If there is a need to be absent, you should call in at 278-6320*

Distance Learning (Assigned by instructor): You must work at least 6 hrs/week, and attend class no less than once a week.

Student is attending Adult Education to achieve the following goals within this school year (To be filled by staff)

Date Set	Date Attained	Date Set	Date Attained
_____ Enter Employment	_____	_____ Complete educ. functioning level	_____
_____ Retain Employment	_____	_____ Obtain GED	_____
_____ Place in post 2ndary	_____	_____ Place in training program	_____

## Is this student/Are you Hispanic/Latino?

**No, not Hispanic/Latino**

**Yes, Hispanic/Latino** (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

*The above question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider this student=s/your race to be.*

### What is this student=s/your race? (Choose one or more)

**American Indian or Alaska Native.** (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.)

**Asian.** (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

**Black or African American.** (A person having origins in any of the Black racial groups of Africa.)

**Native Hawaiian or Other Pacific Islander.** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

**White.** (A person having origins in any of the original peoples of Europe, the Middle East, or North America).

### Why Is Writing So Important?

Writing is the primary basis upon which your work, your learning, and your intelligence will be judged in school, in the workplace, and in the community.

Foremost, writing is a great tool to help you know more about the way you think; it can solidify ideas and thoughts, and allow you to reflect them better than if the ideas remained evolving in your head. You thus get a better translation when you read what they have to say rather than hearing them speak. Writing is portable and permanent; it makes your thinking visible and expresses who you are as a person. Writing ideas down preserves them so that you can reflect upon them later; it equips you with the communication and thinking skills you need to participate effectively in the world. Writing helps you express yourself and prepares you for school and employment and is often an essential job skill.

In addition, writing is how much of the world communicates; it is one of the ways that we translate our thoughts for other people. If you don't write well, you cut yourself off from a large community. Writing helps you learn how to form language effectively, how to spell, how to put together an idea, a story. You learn how to make a logical argument, or how to persuade, mainly through writing. Speaking can help you learn those things as well, but it is easier to self-examine and evaluate how to improve when you have something concrete in front of you.

### Paragraph Topic: *Who is the most inspirational person in your life and why?*

Please write one paragraph with at **least five** (5) sentences on the above topic. *Use the T3C Paragraph Method. (One topic sentence, 3 supporting sentences and a concluding sentence)* Write neatly and make your best effort with *spelling, grammar, punctuation, and sentence and paragraph construction.*

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# **St. Bernard Adult Education Center**

## **General Policies**

Name \_\_\_\_\_

Date \_\_\_\_\_

The purpose of the St. Bernard Parish Adult Education Center is to provide educational opportunities for adults seventeen years of age or older who are not enrolled in the K-12 system. The center allows for students to upgrade skills, earn an equivalency diploma, and learn careers. As an Adult Education Student your assignments are based on your individual needs, and instruction is designed expressly for you.

Adult Education is not a typical full-time school. It is a part-time program designed to serve a large segment of the population. Although the center may be open 50 hours per week, it is necessary to set attendance guidelines so as to offer instructional opportunities for all participants. A student's time in class is not the determining factor in success. The wise use of time and dedication of the student to completing assigned work is as important as being in class for a specified amount of time.

To aid in the facilitation of learning, all students in the regular adult education program should adhere to the following attendance guidelines.

1. All students are expected to attend class for the agreed to schedule: typically, 10-15 hours per week for day classes and 6-9 hours per week for evening. Students are welcome to attend additional time before and after their assigned classes.
2. Students 16 or 17 years of age are required by law to attend a minimum of 15 hours per week (8-11am Monday – Friday).
3. Once on campus, you are to report directly to class. Do not linger around the campus. Parking stickers (**available in the bursar's office**) are required to park on campus.
4. Students may acquire learning hours by attending class and signing in, by working at home with a signed Proxy Agreement, and with On-Line contact hours. Distance learning is allowed only after 12 classroom hours.
5. Students who do not follow the attendance agreement will be dropped from the program after 30 days of non-attendance.
6. Students who move or drop from the program will have to re-register upon returning.
7. Daily attendance is expected. If you are going to be significantly late or if there is a need to be absent, you should call Ms. Julie at 278-6320. When you enter, **sign in**, get the books and materials you need, and find a seat. You will need your own pencil and notebook.
8. Notify the teacher if you need to leave for the restroom. No tobacco use is allowed around the building; smoking is illegal for 16 and 17 year olds. **There are no smoke breaks during class time.**
9. Cell phones and pagers should be put on "silent" or "vibrate" before entering the class. Radios, ipods and headphones should not be brought to class.
10. Students are expected to study and to work until it is time for them to leave for the day.
11. Children, parents, or visitors are not allowed to stay in the classroom.
12. Everyone is working independently. Do not disturb those around you.
13. Dress appropriately for adult education class. Loose, oversized, sagging pants are not to be worn. Pants must be worn at the waist, with no skin or undergarments exposed. Hats, tank tops or undershirts are not to be worn.
14. When you have finished your work for the day, **sign out, exit quietly, and immediately leave campus.**
15. A student who causes a disturbance, misbehaves, defaces school property, shows disrespect to a staff member, cheats, fails to attend as prescribed or fails to follow the Adult Ed Program's or Nunez Community College rules and guidelines will be dropped from the Adult Ed Program.

*I have read and understand the Policies, Rules and Guidelines and I agree to abide by their requirements.*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent/Guardian*  
*(if student is under 18 years old)*

\_\_\_\_\_  
*Date*

# **Adult Education Center**

*St. Bernard School Board*

*A New Beginning*

**Setting Goals**

**This section is optional.**

**If you choose to answer these questions, please use complete sentences:**

1. What are goals? \_\_\_\_\_

\_\_\_\_\_

2. Why do people have different goals? \_\_\_\_\_

\_\_\_\_\_

3. What kind of goals do you set each day? \_\_\_\_\_

\_\_\_\_\_

4. How do you feel when you reach a goal? \_\_\_\_\_

\_\_\_\_\_

5. How do you feel when you can't/don't reach a goal? \_\_\_\_\_

\_\_\_\_\_

6. Why is it important to set goals? \_\_\_\_\_

\_\_\_\_\_

7. Can you think of some impossible goals that people set? \_\_\_\_\_

\_\_\_\_\_

8. Why do goals change? \_\_\_\_\_

9. When is it okay to change goals? \_\_\_\_\_

10. When is it harmful? \_\_\_\_\_

# **Adult Education Center**

*St. Bernard School Board*

*A New Beginning*

## **Self Disclosure Form**

(Required)

In the past I have received special help in one or more of the following areas: (check all that apply)

\_\_\_\_\_ ***None Apply***

\_\_\_\_\_ Special Education (resource)

\_\_\_\_\_ Special Education (self-contained)

\_\_\_\_\_ Reading

\_\_\_\_\_ Math

\_\_\_\_\_ Language

\_\_\_\_\_ Dyslexia

\_\_\_\_\_ 504 Accommodations

\_\_\_\_\_ Accommodations (A.D.D. or A.D/ H.D)

\_\_\_\_\_ Medication (A.D.D. or A.D.H.D.)

\_\_\_\_\_ Title I Math

\_\_\_\_\_ Title I Reading

\_\_\_\_\_ Other (explain below):

I received special help in the past, and feel I need help or accommodations in the following area (s):

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent/Guardian*

*(if student is under 18 years old)*

\_\_\_\_\_  
*Print Name*

\_\_\_\_\_  
*Date*

**This section is optional. If you choose to answer these questions, please use complete sentences:**

What is the best way that we can help to have you attend the Adult Ed program long enough to achieve your goals?

What ideas do you have for encouraging your friends who do not have a high school diploma to continue their education in our program and achieve a GED?

How did you hear about our program?

# St. Bernard Adult Education Center

## Learning Style Survey

This section is optional.

Number the response as it applies to you: Often (3) Sometimes (2) Seldom/Never (1)

### Visual Modality

- \_\_\_ I remember information better if I write it down.
- \_\_\_ Looking at the person helps keep me focused.
- \_\_\_ I need a quiet place to get my work done.
- \_\_\_ When I take the test, I can see the textbook page in my head.
- \_\_\_ I need to write down directions, not just take them verbally.
- \_\_\_ Music or background noise distracts me from the task at hand.
- \_\_\_ I don't always get the meaning of a joke.
- \_\_\_ I doodle and draw pictures on the margins of my notebook pages.
- \_\_\_ I have trouble following lectures.
- \_\_\_ I react very strongly to colors.
- \_\_\_ Total

### Auditory Modality

- \_\_\_ My papers and notebooks always seem messy.
- \_\_\_ When I read, I use my index finger to track my place on the line.
- \_\_\_ I do not follow written directions well.
- \_\_\_ If I hear something, I will remember it.
- \_\_\_ Writing has always been difficult for me.
- \_\_\_ I often misread words.
- \_\_\_ I would rather listen and learn than read and learn.
- \_\_\_ I'm not very good at interpreting an individual's body language.
- \_\_\_ Pages with small print are difficult for me to read.
- \_\_\_ My eyes tire quickly, even though my vision check-ups are fine.
- \_\_\_ Total

### Kinesthetic/Tactile Modality

- \_\_\_ I start a project before reading the directions.
- \_\_\_ I hate to sit at a desk for long periods of time.
- \_\_\_ I prefer first to see something done and then to do it myself.
- \_\_\_ I use the trial and error approach to problem-solving.
- \_\_\_ I like to read my textbook while riding an exercise bike.
- \_\_\_ I take frequent study breaks.
- \_\_\_ I have a difficult time giving step-by-step instructions.
- \_\_\_ I enjoy sports and do well at several different types of sports.
- \_\_\_ I use my hands to describe things.
- \_\_\_ I have to rewrite or type my class notes to reinforce the material.
- \_\_\_ Total

### Clues and Learning Tips

Total the score for each section. A score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in the visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.

#### CLUES

Score \_\_\_ *Visual Learners Usually*

- . Need to see it to know it.
- . Have strong sense of color.
- . May have artistic ability.
- . Often have difficulty with spoken directions.
- . May over-react to sounds.
- . Often misinterprets words.
- . May have trouble following lectures.

#### LEARNING TIPS

*Visual Learners Should:*

- . Use graphics to reinforce learning; films, slides, illustrations, diagrams and doodles.
- . Color code to organize notes and possessions.
- . Ask for written directions.
- . Use flow charts and diagrams for note taking.
- . Visualize spelling of words or facts to be memorized.

Score \_\_\_ *Auditory Learners Usually*

- . Gets info by listening needs to hear it to know it.
- . May have difficulty following written directions
- . Difficulty with reading and problems with writing.
- . Inability to read body language/ facial expressions

*Auditory Learners Should:*

- . Use of tapes for reading and for class and lecture notes.
- . Learning by interviewing or by participating in discussions.
- . Having test questions or directions read aloud or put on tape.

Score \_\_\_ *Kinesthetic Learners Usually:*

- . Prefer hands-on learning.
- . Often can assemble parts without reading directions .
- . Have difficulty sitting still.
- . Learn better when physical activity is involved.
- . May be very well coordinated and have athletic ability.
- . Express abilities through dance, drama or gymnastics.

*Kinesthetic Learners Should:*

- Engage in learning (making models, doing lab work, and role playing.)
- Take frequent breaks in study periods.
- Trace letters and words to learn spelling and remember facts.
- Use computer to reinforce learning through sense of touch.
- Memorize or drill while walking or exercising.



## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. s 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the students' education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR s 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW